

# ONA TILI VA O‘QISH SAVODXONLIGI

*Umumiy o‘rta ta’lim maktablarining  
1-sinfi uchun*

## MASHQ DAFTARI

O‘zbekiston Respublikasi Xalq ta’limi vazirligi  
nashrga tavsiya etgan

*Yangi nashr*



Toshkent – 2021

UO'K 811.512.133(075.3)

KBK 81.2(5O')ya71

O 58

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# MENING OILAM

1. Oila a'zolaringizni bildiruvchi so'zlarni yozing.



2. Gaplardagi ajratib ko'rsatilgan qismlarning ma'nosini to'g'ri yozing.

1. Ruxsat bersangiz, oilamiz haqida ham **ikki-uch og'iz so'zlab** o'tsam.
2. Hovlini supurish, idish-tovoqlarni yuvish **o'sha-ning bo'ynida**.

3. Nega desangiz, ko'cha-ko'ya hamshiralarga ko'zi tushib qolsa, ukol qiladi deb, tog'dan tog'ga qochadi.

unga yuklatilgan

kam gapirmoq

bo'yniga ilib olgan

doim u bajaradi

qisqacha aytib bermoq

tog' tomonga qarab qochadi

ko'rib qolganda

qo'rqib uzoqqa qochadi

ko'zini yo'qotib qo'ysa

*Ikki-uch o'giz soz -*

*Kozi tushib qolsa -*

*Oshaning boynida -*

*Togdan togga qochadi -*

### 3. Jadvalni o‘zingiz haqingizdagi ma’lumotlar bilan to‘ldiring.

Ismingiz:	
Familiyangiz:	
Oila a‘zolaringiz:	
Otangizning kasbi:	
Onangizning kasbi:	

### 4. Hoshimjonning hikoyasidan berilgan qoidaga mos keluvchi so‘zlarni topib, yozing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 5. She‘rdagi voqealar ketma-ketligini to‘g‘ri yozing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 6. She‘rdan ohangi bir-biriga o‘xshash so‘zlarni aniqlang.

kelinoyim

doim

akam

opam

bildirmayman

qildirmayman

## 7. Bo'sh o'rinlarni to'ldiring.

Ahmad: "Bu \_\_\_\_\_ Azizbek".

Bobur: "Buncha shirin, aylantirgani olib chiqdingmi?"

Ahmad: "Ha, bugun bog'cha yo'q, \_\_\_\_\_  
\_\_\_\_\_ aylantirib kel, dedilar".

Bobur: "\_\_\_\_\_ ham uyda yo'qmi?"

Ahmad: "U \_\_\_\_\_ bilan mehmonga ketgan".

Bobur: "Yur, unda birga bekinmashoq o'ynaymiz,  
\_\_\_\_\_ ham biz bilan o'ynaydi".

Ahmad: "Mayli, faqat uni xafa qilmaymiz".

## 8. Oila a'zolari uchun mos so'zlarni yonma-yon yozing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 9. Nuqtalar o'rnini mazmunga mos so'zlar bilan to'ldiring.

dono

sho'x

kuchli

• Bobom juda ham \_\_\_\_\_, u hamma narsani biladi.

erkatoy

a'lochi

mehnatkash

• Buvim dadamni \_\_\_\_\_ deb maqtaydi.

erkatoy

kamgap

mehribon

- Singlim Oysha oiladagi hammaga \_\_\_\_\_.

pazanda

g'amxo'r

mehribon

- Oyimni hamma \_\_\_\_\_ deydi, chunki u ovqatni juda shirin pishiradi.

botir

erkatoy

dono

Ukam – oilamizning eng \_\_\_\_\_ a'zosi.

## 10. Rasmga qarab kichik hikoya yozing.

# KUN TARTIBI

1. Kun qismlarini bir-biriga moslab yozing.

tushlik

ertalab

shom

kechqurun

Tong – \_\_\_\_\_

sahar

Tush – \_\_\_\_\_

oqshom

Kunbotar – \_\_\_\_\_

Tun – \_\_\_\_\_

pechin

2. Raqamlarni so‘z bilan yozing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Soatlar ko‘rsatayotgan vaqtни so‘z bilan yozing.



5:00

6:00

Yetti

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



8:30

12:30

\_\_\_\_\_

\_\_\_\_\_

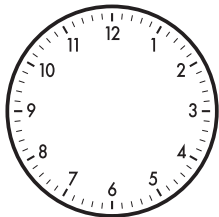
\_\_\_\_\_

O‘n ikki-yu  
o‘ttiz

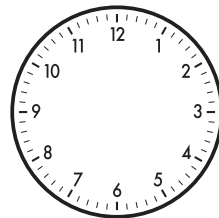


## Soat ko'rsatkichini chizing.

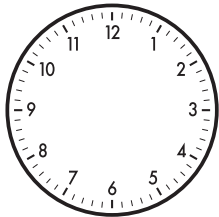
To'rt yarim



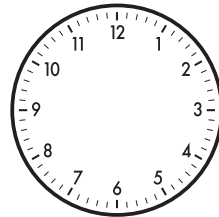
Sakkiz



Uch



O'n bir yarim

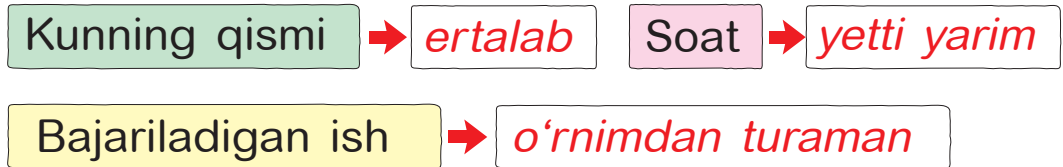


## 4. O'xshatishlar asosida gaplar tuzishga harakat qiling.

Handwriting practice area with four sets of horizontal lines and diagonal lines forming a grid for writing.

## 5. Rasmlarga qarab o'z kun tartibingizni tuzing.

### MENING KUN TARTIBIM



Kunning qismi: \_\_\_\_\_

Soat: \_\_\_\_\_

Bajariladigan ish: \_\_\_\_\_

Kunning qismi: \_\_\_\_\_

Soat: \_\_\_\_\_

Bajariladigan ish: \_\_\_\_\_

Kunning qismi: \_\_\_\_\_

Soat: \_\_\_\_\_

Bajariladigan ish: \_\_\_\_\_

Kunning qismi: \_\_\_\_\_

Soat: \_\_\_\_\_

Bajariladigan ish: \_\_\_\_\_

6. Ajratib ko'rsatilgan so'zlarni ko'chiring. Aytishi va yozilishiga e'tibor bering.

7. Gaplar tuzing.

8. Kunini mazmunli o'tkazishi uchun do'stingizga tavsiyalar yozing.

# BOLALARNING SEVIMLI BAYRAMLARI

1. Bo'sh o'rinlarni to'ldiring. So'zlar yoki tinish belgilaridan foydalaning.



O'hho', voy, voybo'y

1. \_\_\_\_\_, buncha katta hayvon!
2. Iye, bu yerda kapalaklar ham bor ekan
3. \_\_\_\_\_, koptogim ariqqa tushib ketdi.
4. Qishloqqa boramizmi  Zo'r-ku
5. \_\_\_\_\_, qorning qalinligini qarang!

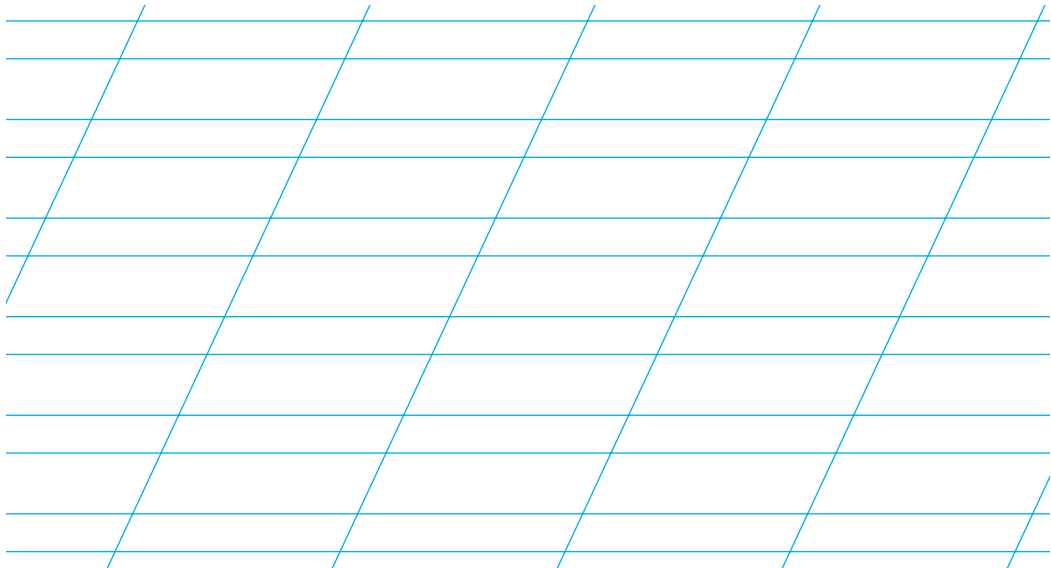
2. O'zingiz va yaqinlaringiz tug'ilgan sanani yozing.

Handwriting practice lines consisting of four sets of horizontal lines with a diagonal line on the left side, forming a grid for writing.

### 3. Jadvalni to'ldiring. Bayram nomini yoki sanasini yozing.

Sana	Bayram nomi
1-yanvar	Yangi yil
14-yanvar	
	Xalqaro xotin-qizlar kuni
21-mart	
	Xotira va qadrlash kuni
1-iyun	
	Mustaqillik bayrami
1-oktyabr	

### 4. O'z fikringizni yozing.



## 5. Tabriknoma matnini to'ldiring.

Qadrli ustozim \_\_\_\_\_!

Sizni 1-oktyabr \_\_\_\_\_ va \_\_\_\_\_

\_\_\_\_\_ kuni \_\_\_\_\_ chin yurak-

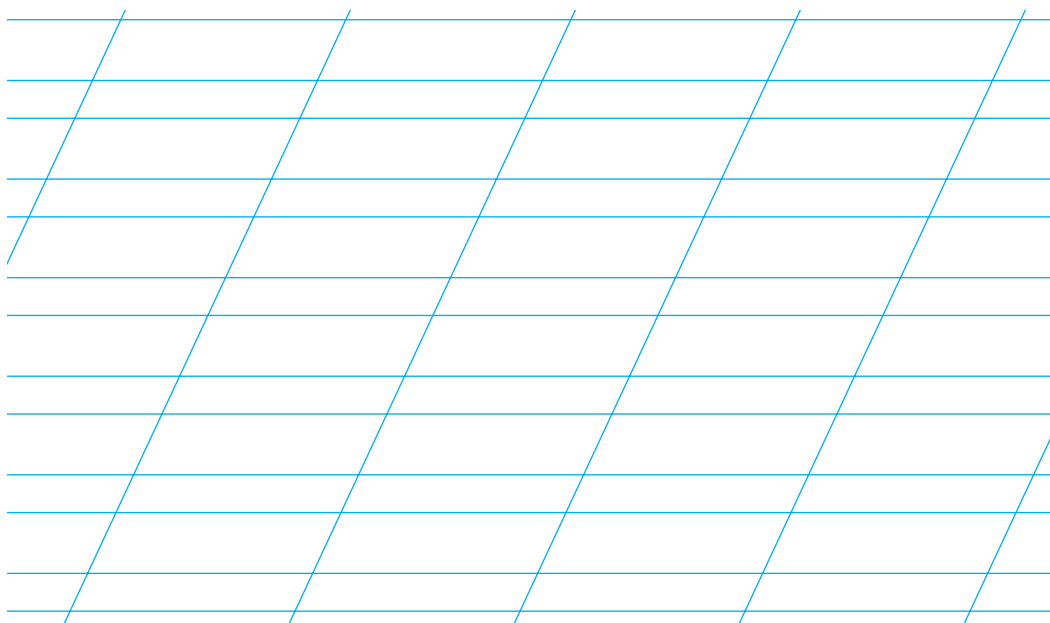
dan \_\_\_\_\_!

Bizga \_\_\_\_\_ berishdan charcha-

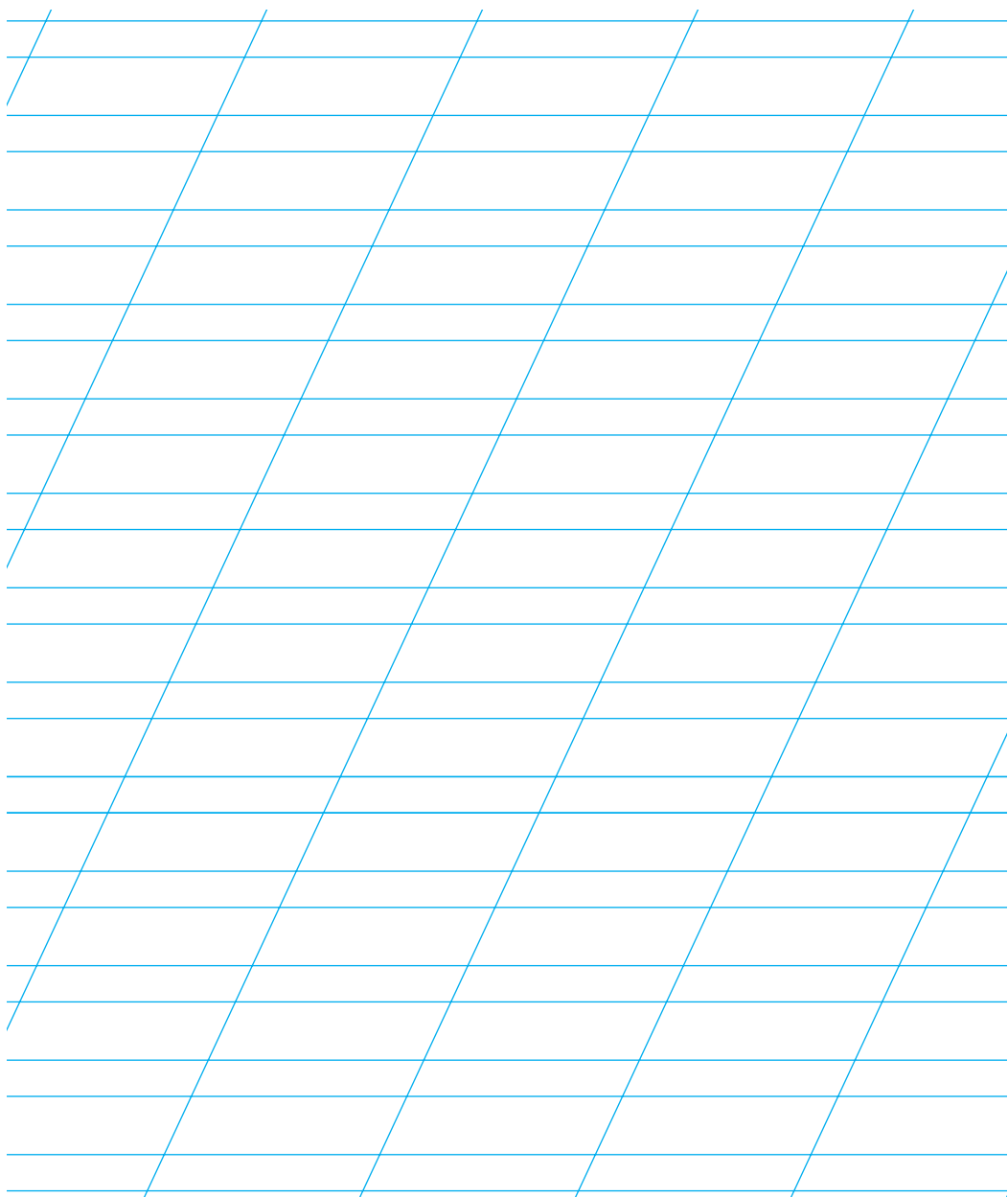
mang. Sizga uzoq \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_ tilayman.

## 6. Oila a'zolaringizdan biri uchun tabrik matni yozing.



7. Rasmga qarab sumalak pishirish jarayoni haqida hikoya yozing.



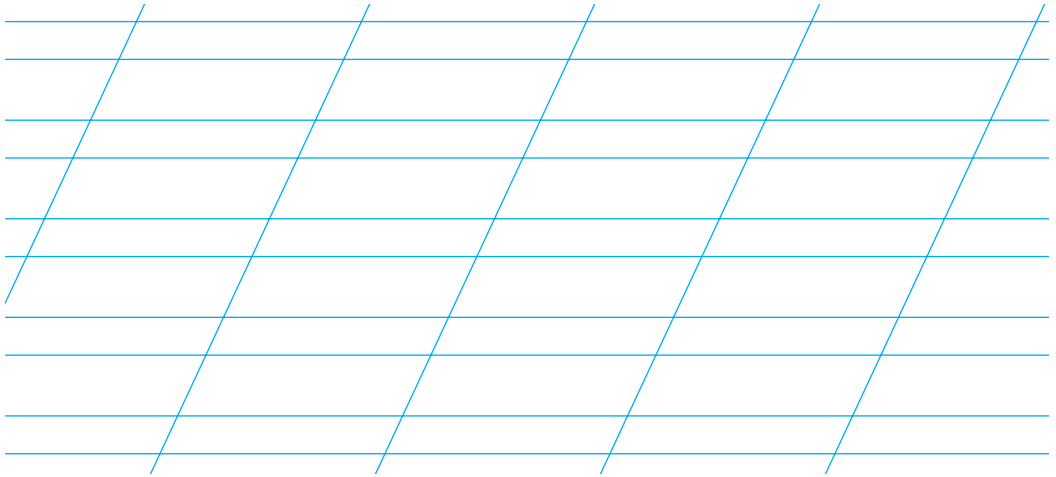
## YASHIL SAYYORA

1. Nuqtalar o‘rniga mos so‘zlarni yozib, gaplarni to‘ldiring.

**Kerakli so‘zlar:** *qish, yoz, qor, issiq.*

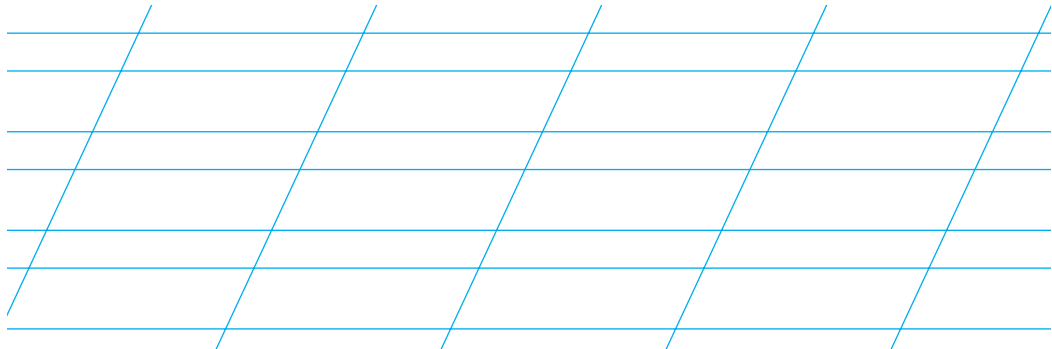
- Bahor faslidan keyin \_\_\_\_\_ keladi.
- Kuz faslidan keyin \_\_\_\_\_ boshlanadi.
- Yozda havo \_\_\_\_\_ bo‘ladi.
- Qishda \_\_\_\_\_ yog‘adi.

2. Rangini toping va yozing.

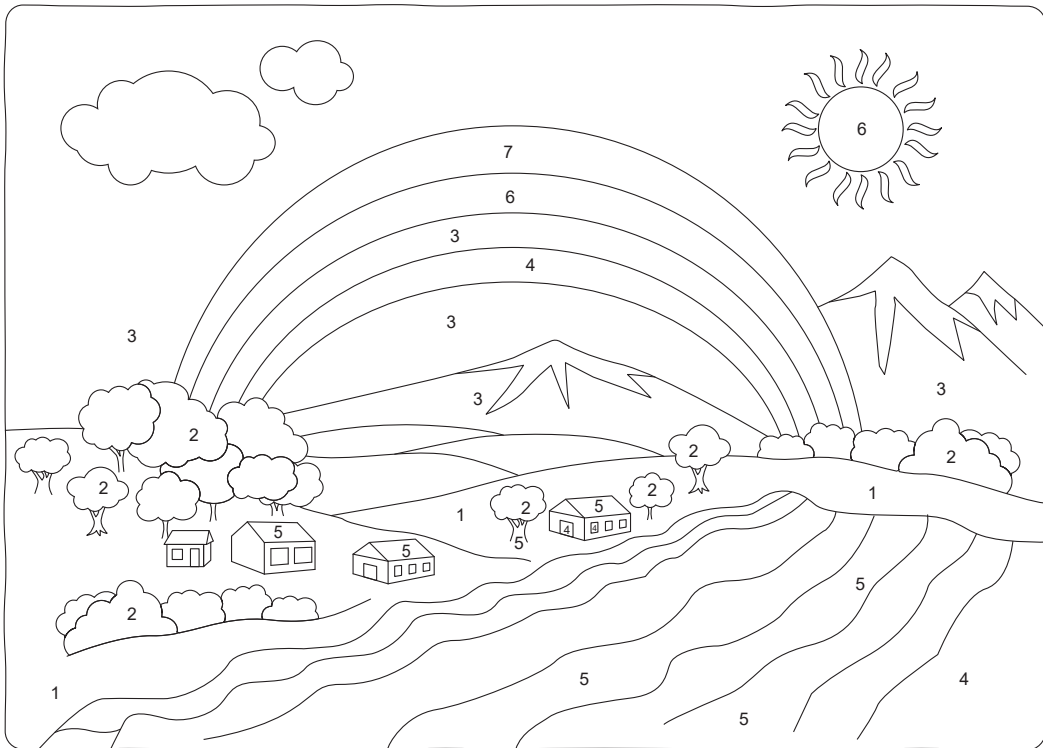


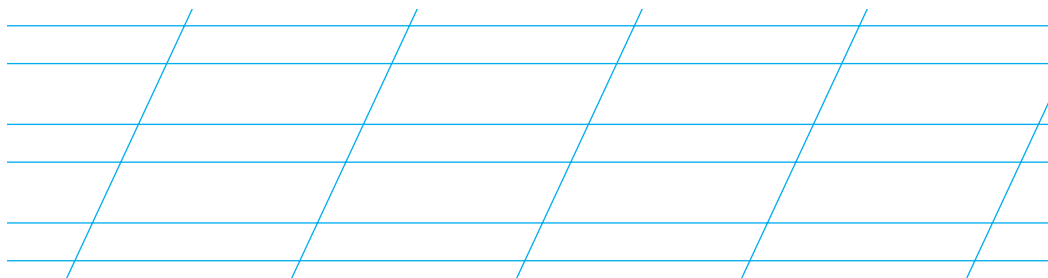
3. Rasmi diktant. Tabiat hodisalarining nomini yozing.



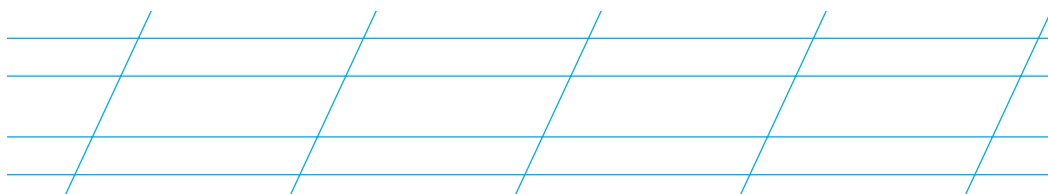


4. O'zingiz bo'yang. Rasmdagi narsalar va tabiat hodisalarining nomini yozing.





5. Topishmoqlarni o‘qing, javobini yozing.



6. Boshqotirmadagi kataklarni to‘g‘ri to‘ldiring. Shunda “Suvning vatani” matnidagi tabiat bilan bog‘liq so‘zlar kelib chiqadi.

					I		
					R		
					M		
					O		
					Q		

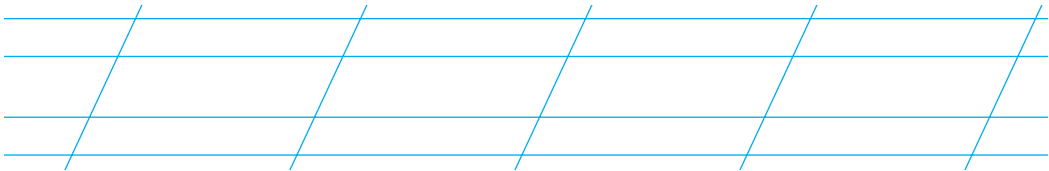
7. Tabiat va hayvonlarni asrash uchun o‘z loyihangizni tuzing.

## LOYIHA

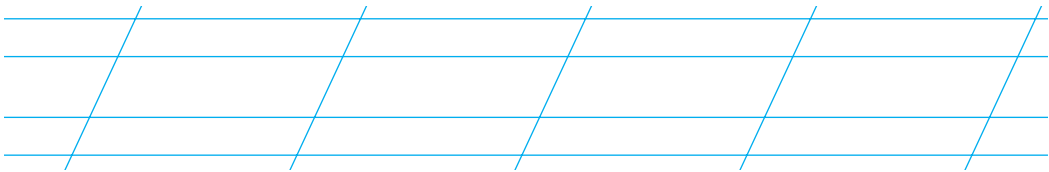
Tabiatni asrash uchun sizga nimalar kerak?



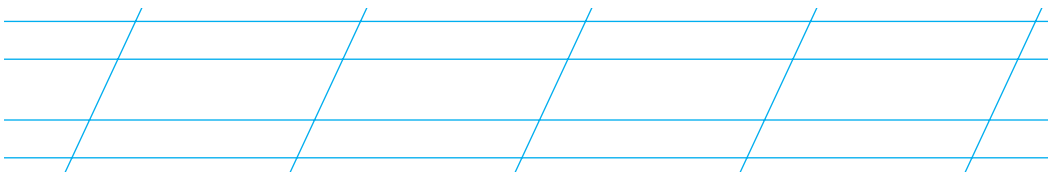
Bular nima uchun kerak? Qanday foydalanasiz?



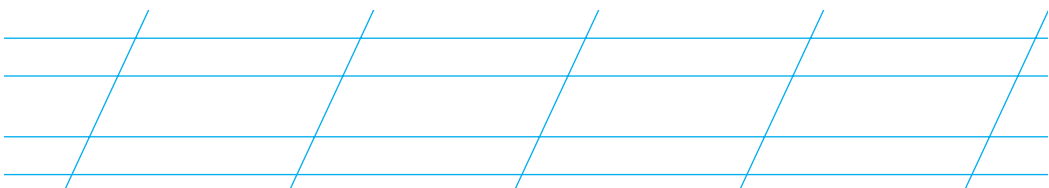
Ishni nimadan boshlaysiz?

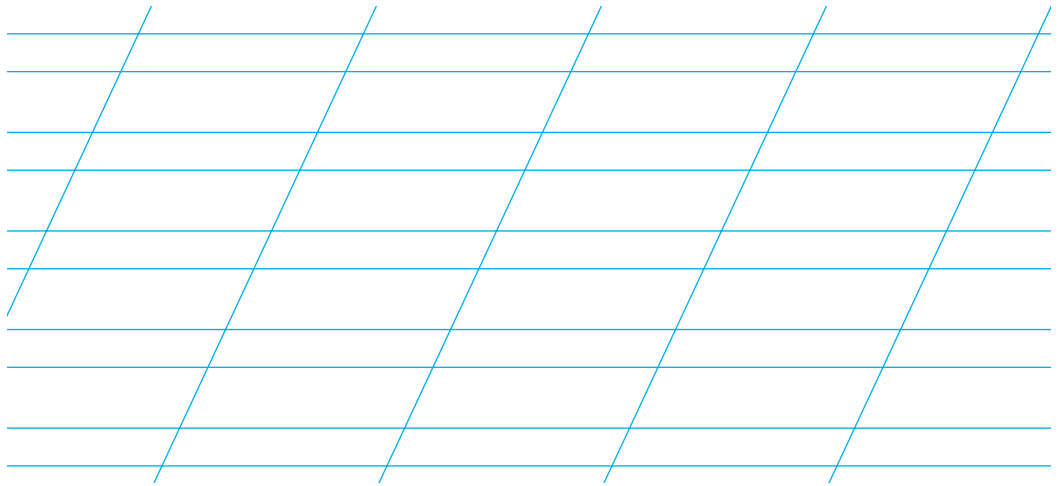


Bu ishlarni qilganingizdan so'ng, nimalar o'zgaradi?

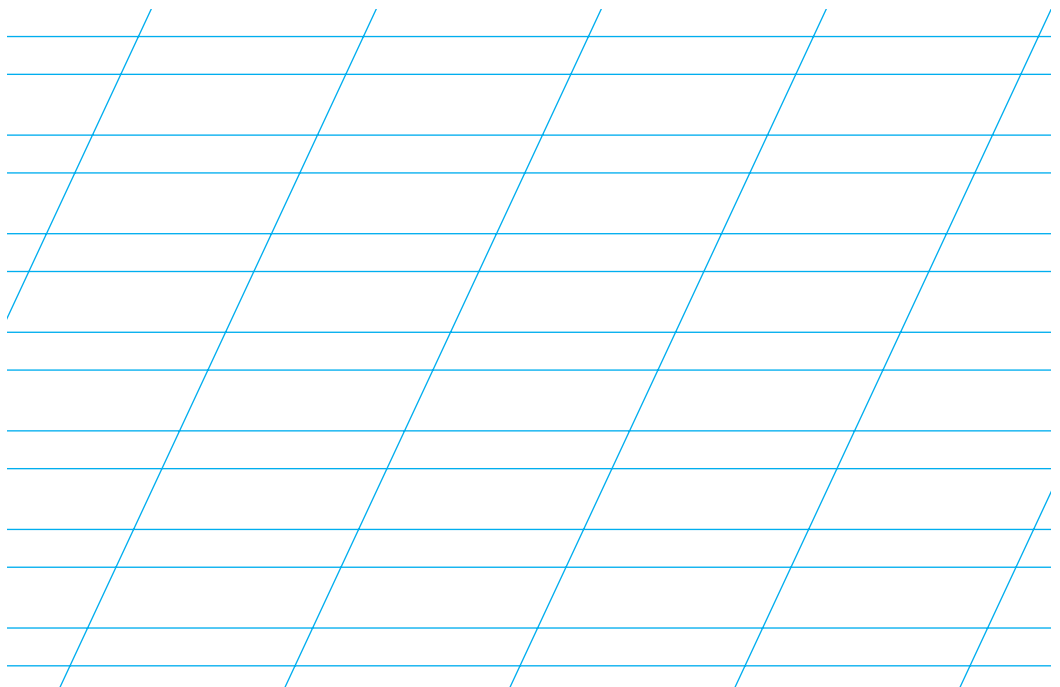


8. Maqollarni yozing. Ma'nosini tushuntiring.





**9. Rasmga qarab kichik hikoya yozing.**



## MO'JIZAVIY HASHAROT

1. Dialogdan quyidagi tinish belgilari ishlatilgan gaplarni topib yozing.



Handwriting practice lines for identifying punctuation marks. The page contains a grid of blue horizontal and diagonal lines, with four vertical lines corresponding to the positions of the punctuation marks above.

2. Gaplarning ohangiga qarab tinish belgilarini qo'ying.

Madina senga qaysi hasharot yozadi

Biz dalada har xil kapalaklarni kōrdik

Voybō, gullarning kōpligini

3. Matndagi sonlarni soʻzlar bilan yozing.

7      60      100      15      20

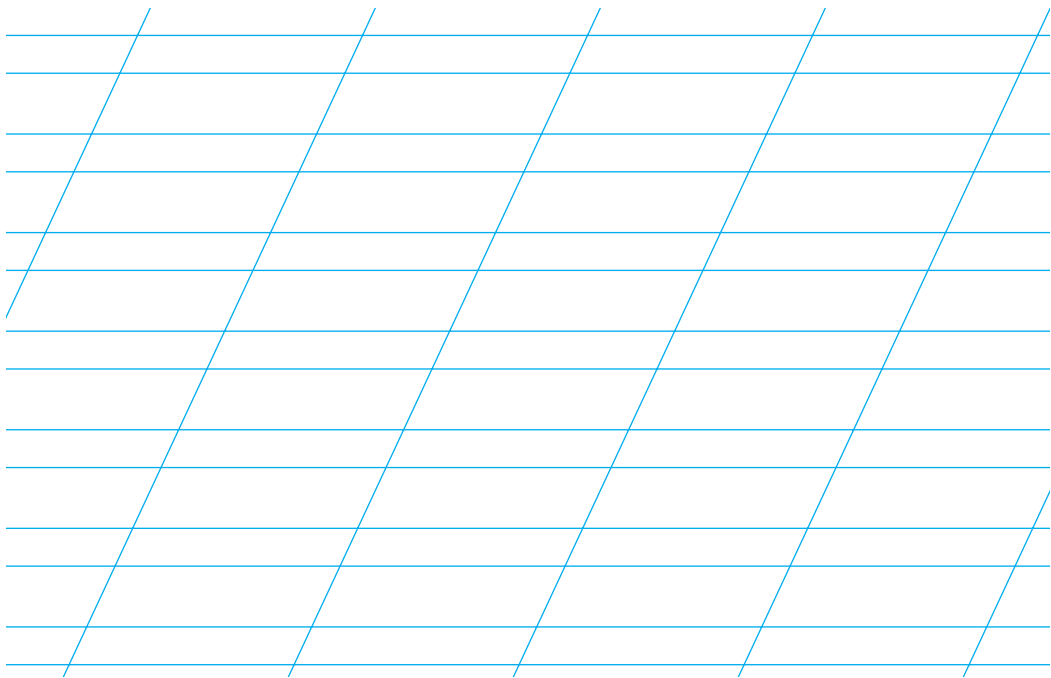
Blank handwriting practice lines for the first exercise.

4. Darslikda berilgan topshiriqni bajaring.

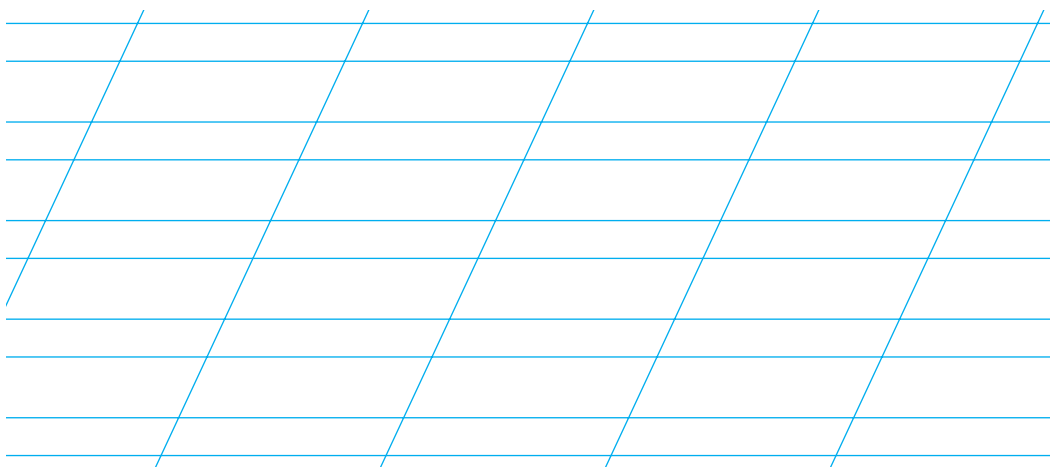
Blank handwriting practice lines for the second exercise.

5. Rasmdagi bolaga ism, kuchukka nom qoʻying.  
Gap tuzib, yozing.

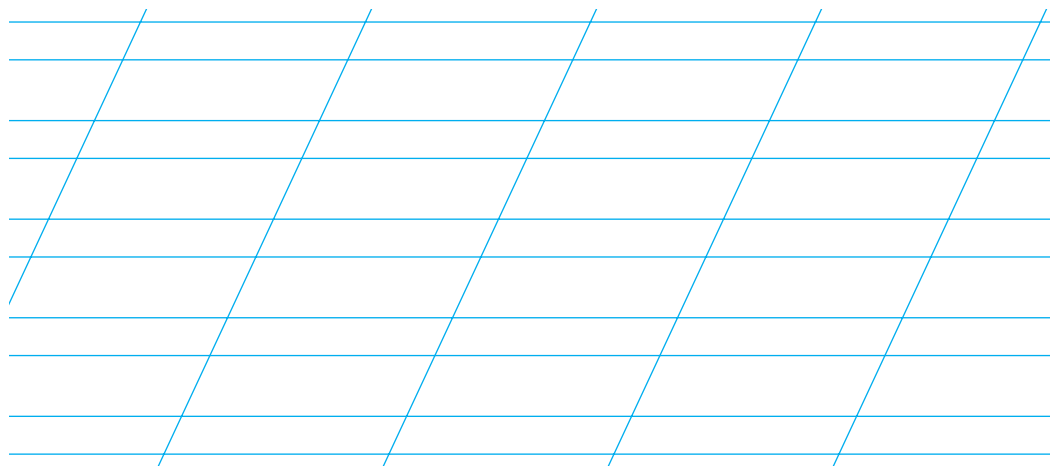
*Bolaning ismi*  
*Kuchukning lagabi*



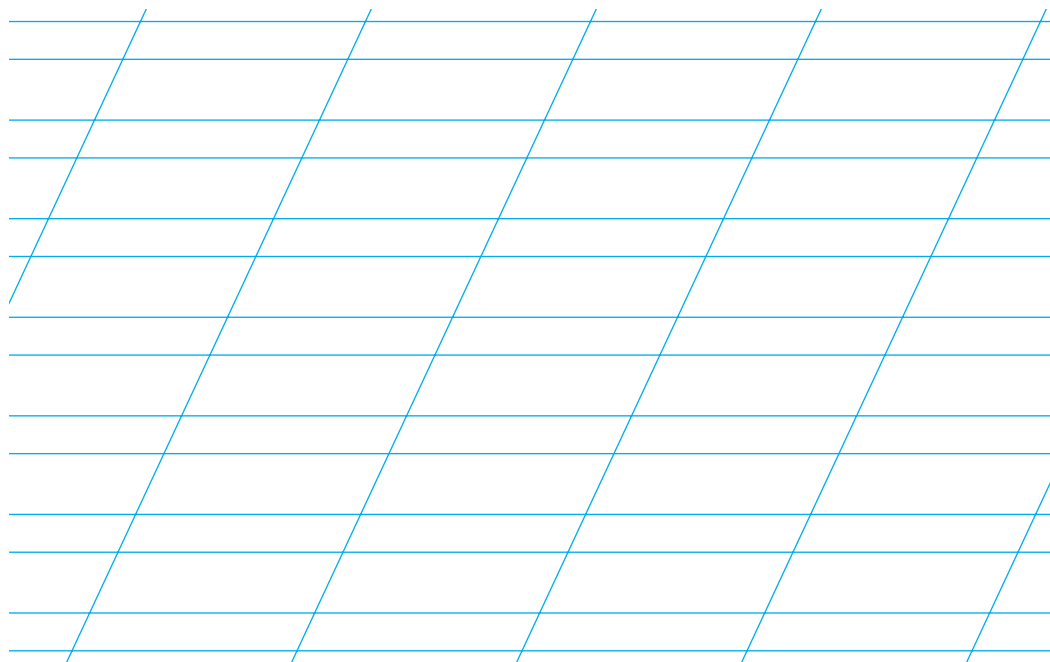
**6. She'ning birinchi bandini ko'chirib yozing.  
O'zaro ohangdosh so'zlarning tagiga chizing.**



**7. She'rdagi ajratib ko'rsatilgan so'zlarning ma'nosini izohlang va yozing.**



**8. Rasm asosida hikoya tuzing va yozing.**





# UY HAYVONLARI

1. Uy hayvonlarining bolasi qanday atalishini yozing.

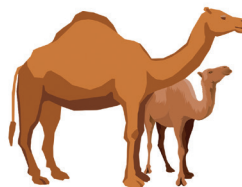
Tovuqning bolasi – jo‘ja



Otning bolasi – \_\_\_\_\_



Tuyaning bolasi – \_\_\_\_\_



Echkinging bolasi – \_\_\_\_\_



Sigirning bolasi – \_\_\_\_\_



Qo‘yning bolasi – \_\_\_\_\_

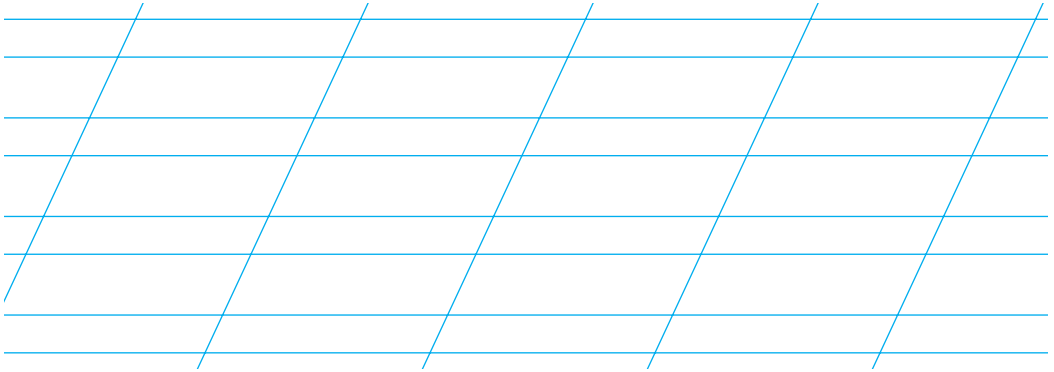


## 2. Tez aytishlarni ko‘chiring va ayting.

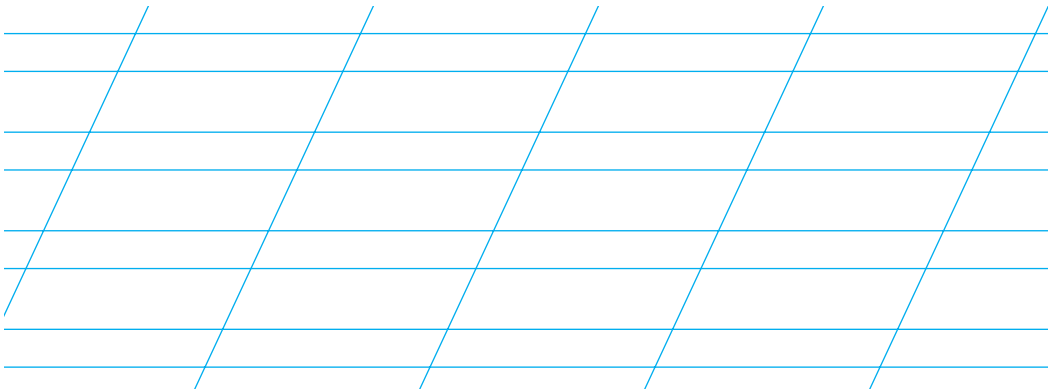
## 3. Izzat va Munisaning gaplarini alohida ustun- ga ajratib yozing.

- Jo‘jalaringni ko‘rsatmoqchi eding.
- Bizda-chi, beshta jo‘ja bor.
- Birpas berkinib tursak, bolalari yana chiqadi.
- Tovug‘ing qizg‘anchiq ekan.

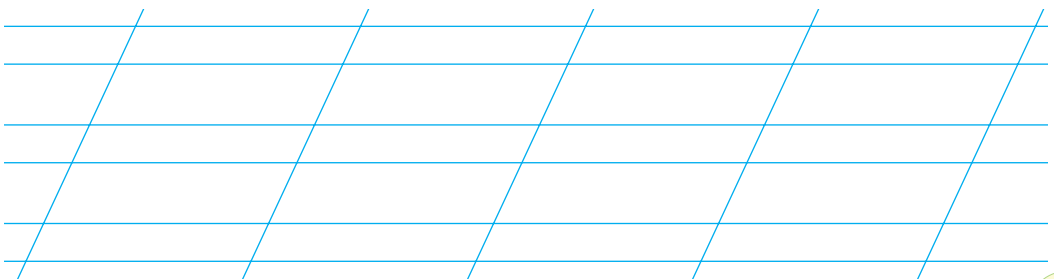
Munisa



Izzat

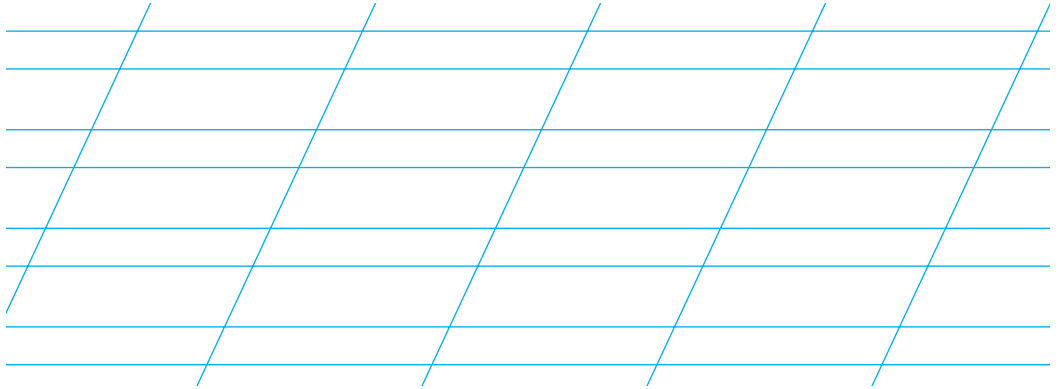


4. Harflarning to'g'ri ketma-ketligini daftarga yozing.



## 5. Hayvonlarning nomi ishtirok etgan gaplar tuzing.

**Namuna:** *Salima hovlida Olapar bilan o'ynadi.*



## 6. Aslida bu hayvonlar nima qilishi kerak?

Quyov – sabzi yeydi.

Kuchuk – \_\_\_\_\_.

Sigir – \_\_\_\_\_.

Xo'roz – \_\_\_\_\_.

Mushuk – \_\_\_\_\_.

Baliq – \_\_\_\_\_.

Toshbaqa – \_\_\_\_\_.

O'rdak – \_\_\_\_\_.

Echki – \_\_\_\_\_.

Toychoq – \_\_\_\_\_.

**7. Partadoshingiz bilan suhbat quring. Suhbatni dialog shaklida yozing.**

**8. Soʻzlarni boʻgʻinlarga ajratib yozing.**

Qoʻzichoq – qoʻ-zi-choq

Parvarish – \_\_\_\_\_.

Qoʻchqor – \_\_\_\_\_.

Daromad – \_\_\_\_\_.

Oʻtloqda – \_\_\_\_\_.

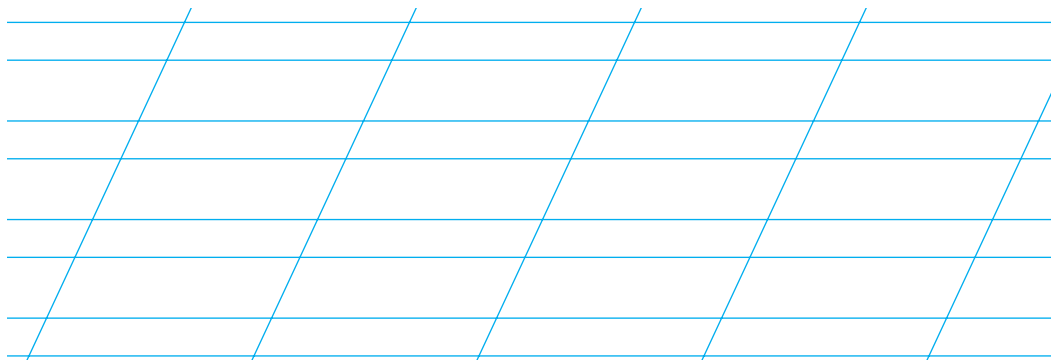
Yaxshilab – \_\_\_\_\_.

**9. Kitobni yopib qo'ying. Tushirib qoldirilgan  
tinish belgilarini qo'yib, gaplarni ko'chiring.**

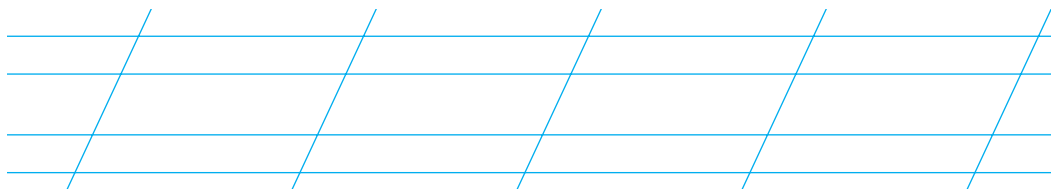
**10. Berilgan ma'lumotlardan foydalanib kichik  
hikoya yozing.**

## FOYDALI SABZAVOTLAR

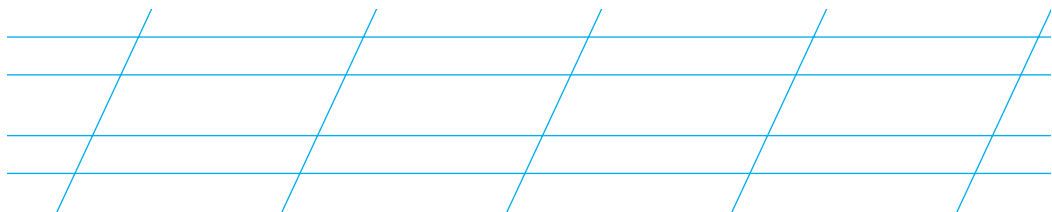
1. Berilgan soʻzlar qatnashgan oltita gap tuzib yozing.

A set of handwriting practice lines consisting of four horizontal lines and four diagonal lines forming a grid of four columns and three rows.

2. Matnda qoʻllangan tutuq belgili soʻzlarni koʻchirib yozing. Ularni toʻgʻri talaffuz qiling.

A set of handwriting practice lines consisting of four horizontal lines and four diagonal lines forming a grid of four columns and three rows.

3. Audioni tinglash davomida soʻzlarni yozing. Aytilishi va yozilishi har xil boʻlgan tovushlarning tagiga chizing.

A set of handwriting practice lines consisting of four horizontal lines and four diagonal lines forming a grid of four columns and three rows.

4. Quyidagi soʻzlardan foydalanib matnni toʻldiring va koʻchiring. Qaysi hollarda “q” harfi “g” yozilishiga eʼtibor bering.

qishloq

oʻrtoq

oʻroq

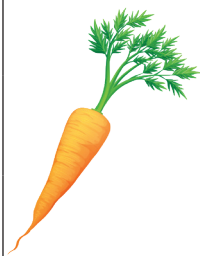
qovoq

tuproq

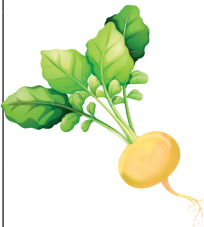


\_\_\_\_\_imizda tez-tez hashar boʻlib tura-  
di. Bu safar \_\_\_\_\_im Saidnikida ha-  
shar boʻldi. Anvar oʻt oʻraman deb \_\_\_\_\_  
ini olib keldi. Kechgacha oʻt oʻrdik, yer agʻdardik.

Bu yerning \_\_\_\_\_i unumli.  
Oʻtgan yili oʻzimiz ekan sabzi, sholgʻom, turp va  
\_\_\_\_\_dan yaxshi hosil oldik.

5. Jadvalni toʻldiring.

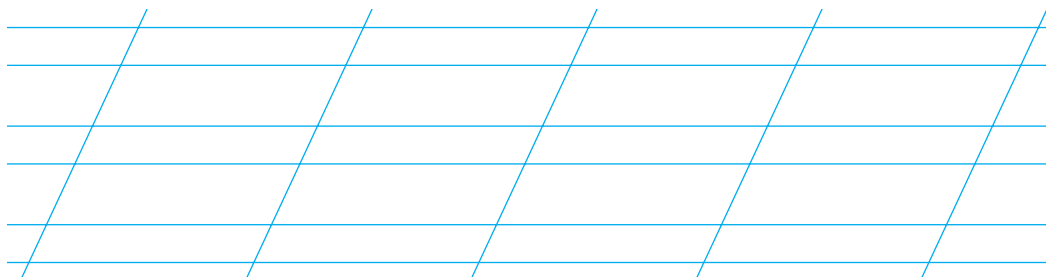
	Nomi	Shakli, rangi
	_____	_____
	Taʼmi	Tayyorlanadigan taom turi
	_____	_____



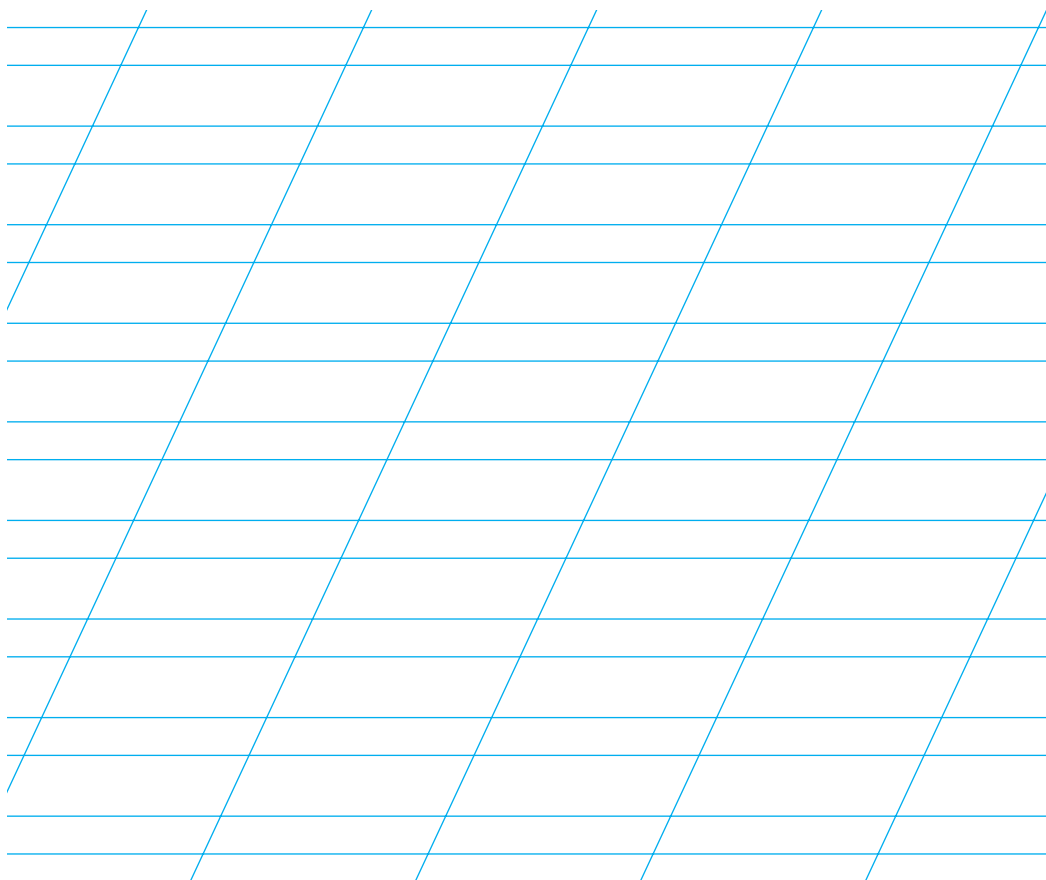
	<b>Nomi</b>	<b>Shakli, rangi</b>
	<b>Ta'mi</b>	<b>Tayyorlanadigan taom turi</b>
	<b>Nomi</b>	<b>Shakli, rangi</b>
	<b>Ta'mi</b>	<b>Tayyorlanadigan taom turi</b>

6. She'ni ko'chirib yozing. Ohangdosh so'zlarning tagiga bitta chiziq chizing.

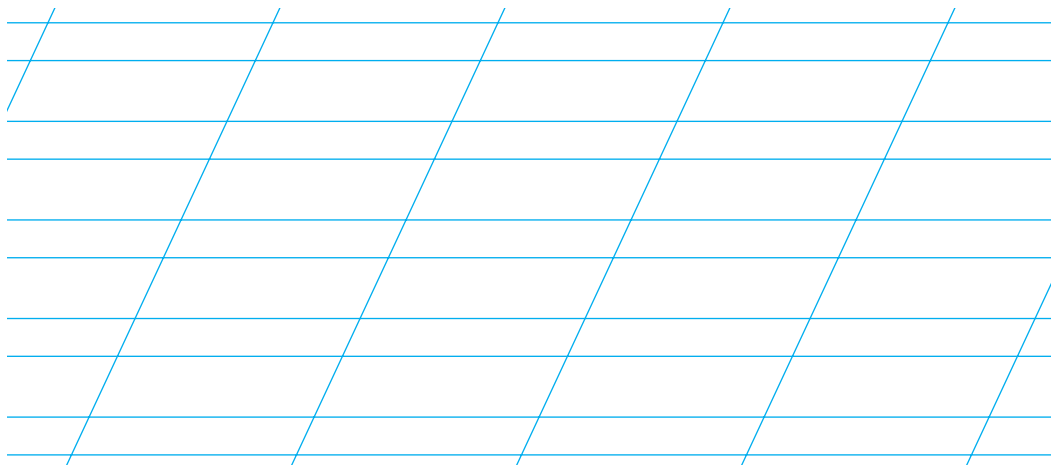
Handwriting practice lines consisting of four sets of horizontal lines with a diagonal line on the left side of each set, forming a grid for writing.



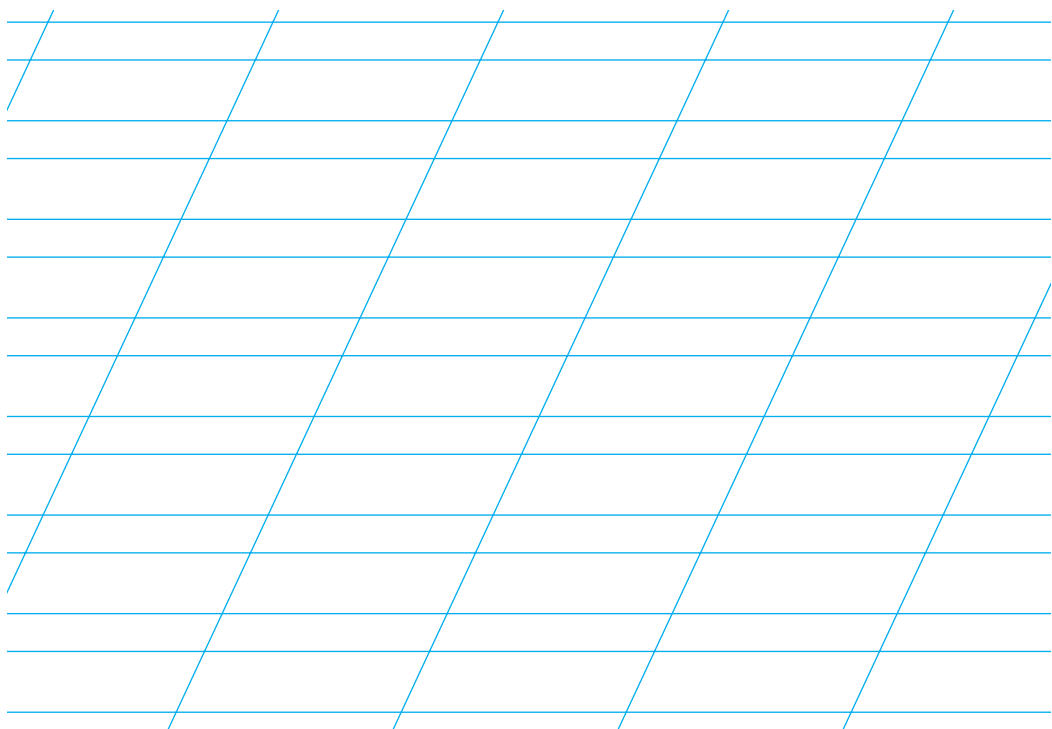
**7. Sabzavotlarning foydali xususiyatlari haqida yozing.**



## 8. Gaplar tuzing.

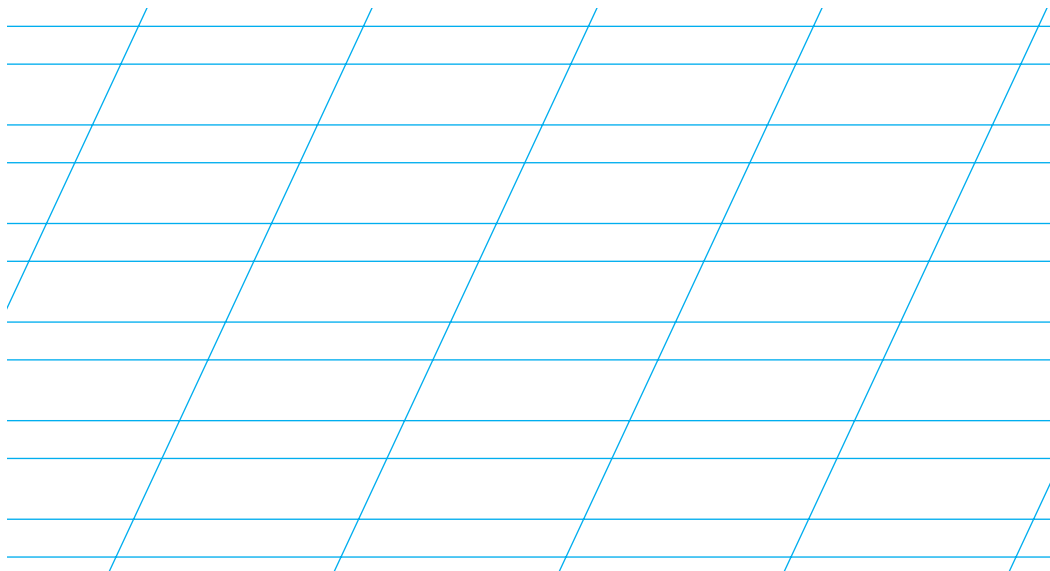


## 9. Matn yozing.

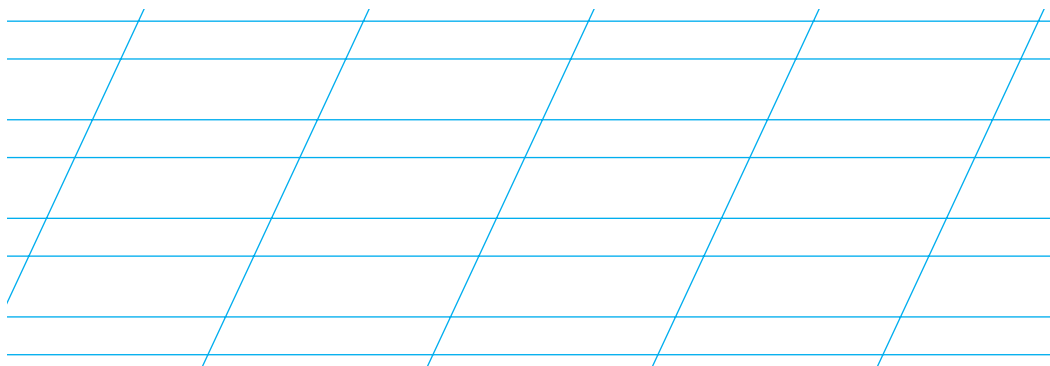


## XOTIRAM KUHLI BO'LSIN DESANGIZ

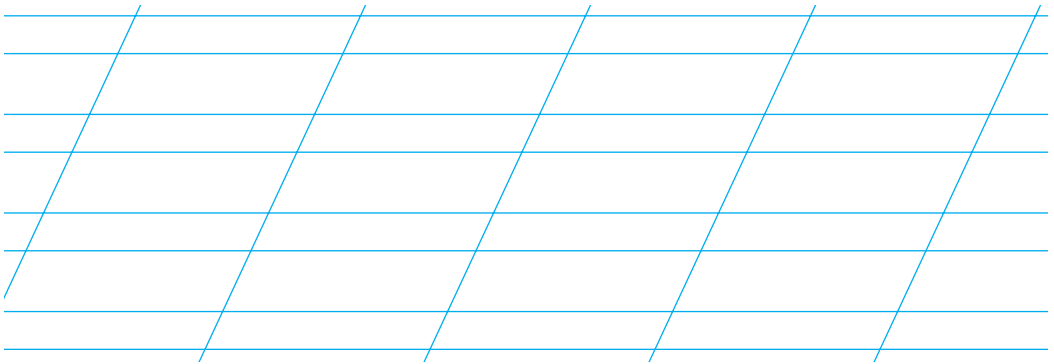
1. Fikrlarning to'g'ri yoki noto'g'ri ekanini aniqlang. To'g'ri gaplarni ko'chiring.

A grid of blue lines for handwriting practice. It consists of four columns, each bounded by a vertical line on the left and right, and five horizontal lines. The vertical lines are slanted to the right. This grid is intended for students to copy correct sentences from the text above.

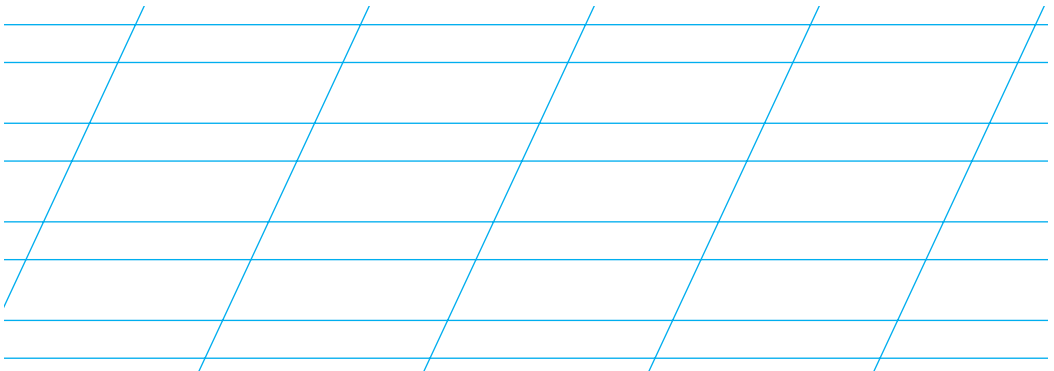
2. Darslikda berilgan so'zlar ishtirokida gap tuzing. -li va -siz qo'shimchalarini to'g'ri qo'shganingizga ishonch hosil qiling.

A grid of blue lines for handwriting practice, identical in structure to the one above. It consists of four columns, each bounded by a vertical line on the left and right, and five horizontal lines. The vertical lines are slanted to the right. This grid is intended for students to write their own sentences using the words from the text above.

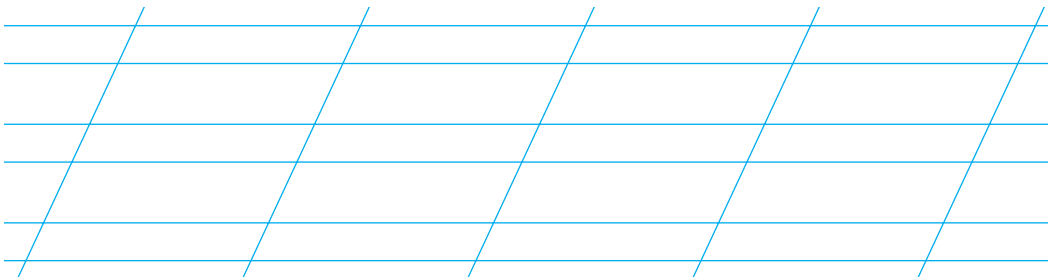
3. “Xotiramda qolgan voqea” mavzusida matn tuzing.

A set of handwriting practice lines consisting of five columns. Each column is defined by a vertical line on the left and a vertical line on the right, with a diagonal line connecting the top-left and bottom-right corners. The space between the vertical lines is divided into four horizontal sections by four horizontal lines, creating a grid for writing.

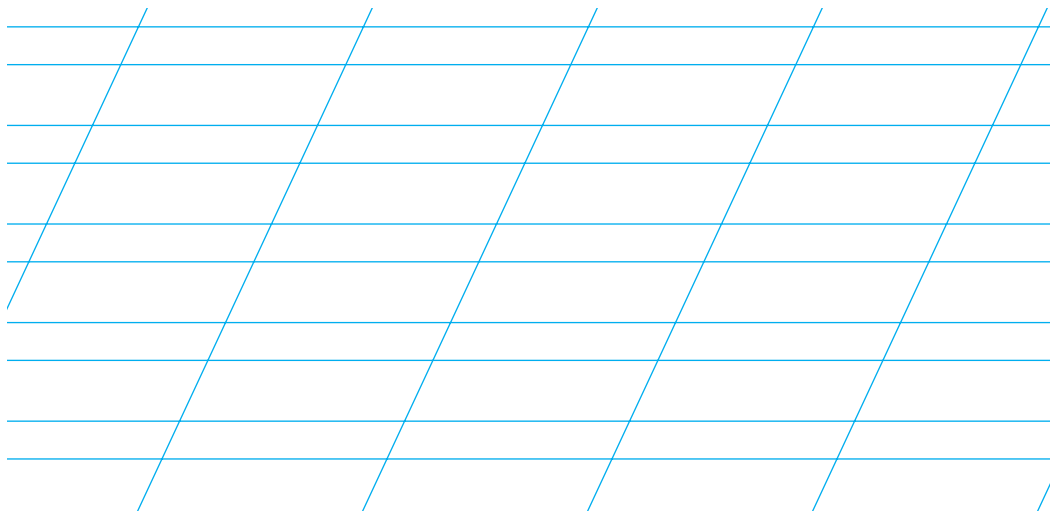
4. She’r yozing.

A set of handwriting practice lines identical to the one above, consisting of five columns with vertical, diagonal, and horizontal lines forming a grid.

5. Rasimli diktant.

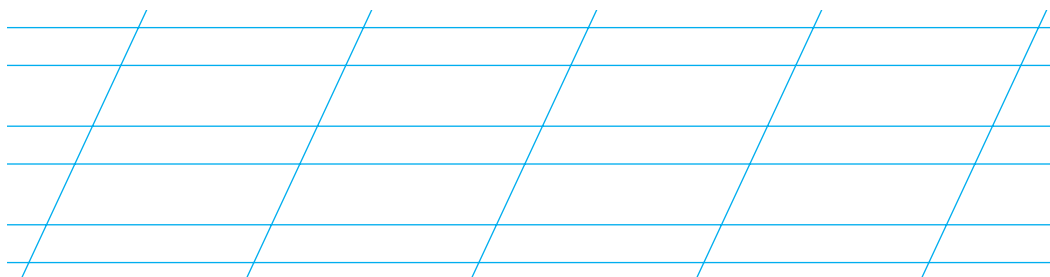
A set of handwriting practice lines identical to the ones above, consisting of five columns with vertical, diagonal, and horizontal lines forming a grid.

## 6. Matnni qayta ko'chiring.



## OQ TERAQMI, KO'K TERAQ?

### 1. Rasmda berilgan o'yinlarning nomini yozing.



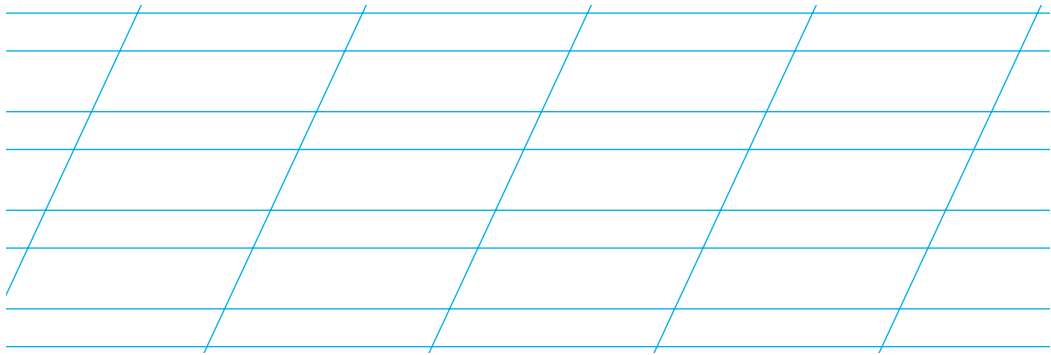
### 2. So'zlardan foydalanib 4 ta gap tuzing.

shaxmat

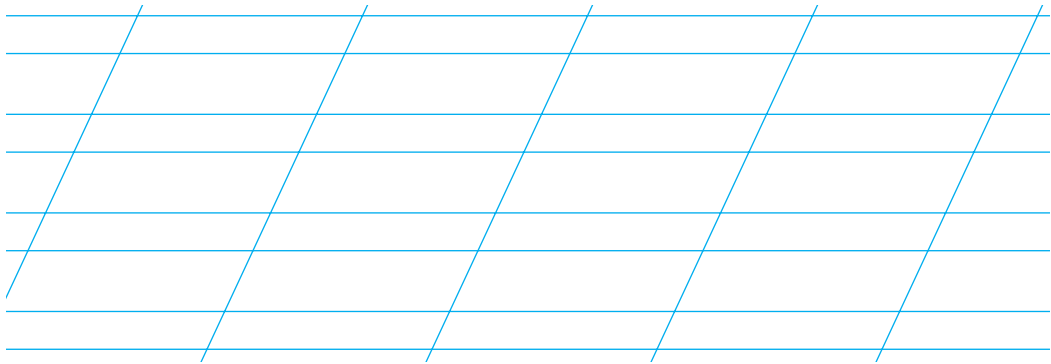
futbol

tennis

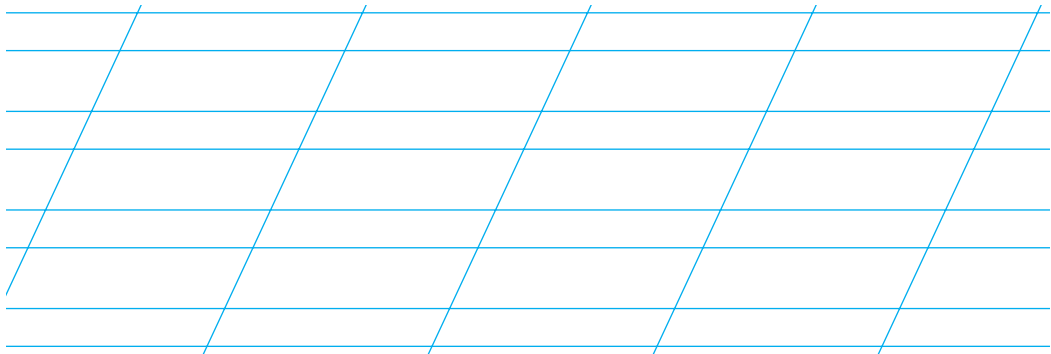
xokkey



**3. Rasmlarga mos ma'lumotlarni matndan topib yozing.**



**4. Mashq daftaringizda berilgan so'zlardan foydalanib to'rtta gap tuzing.**



5. She'r matni asosida quyidagi so'zlarni moslashtirib yozing.

6. “Meshpolvonning janglari” she’ridagi ohangdosh so’zlarni topib yozing.

**Namuna:** *endi – mindi.*

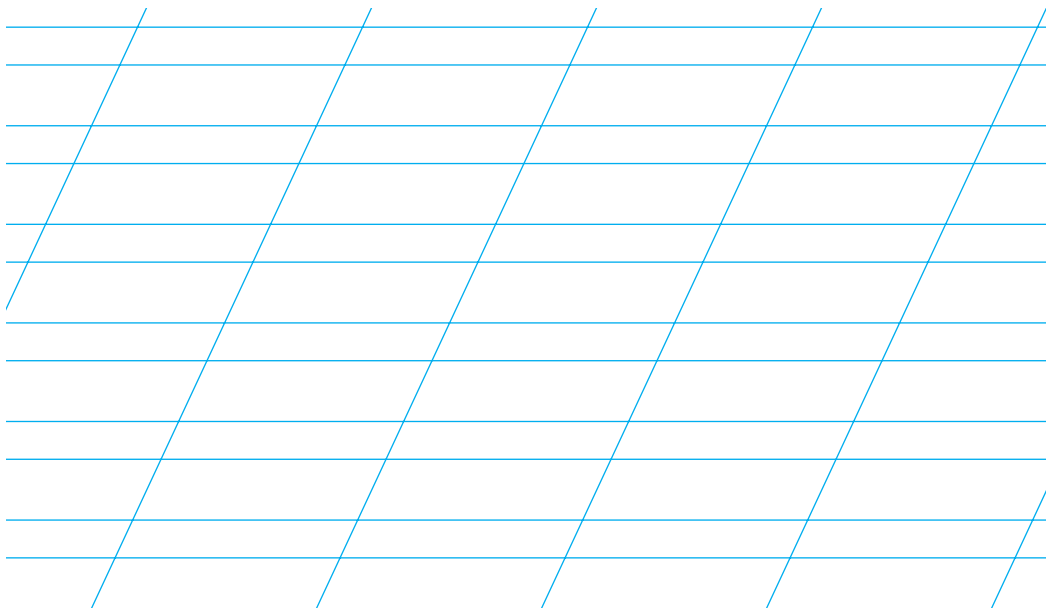
1. “Bekinmachoq” – \_\_\_\_\_
2. Ko‘r – \_\_\_\_\_
3. “Oq-ko‘k terak” – \_\_\_\_\_
4. Ulog‘ingdan – \_\_\_\_\_
5. Bilmabdi – \_\_\_\_\_
6. Jahlim qo‘zma – \_\_\_\_\_
7. Qoqvosh – \_\_\_\_\_



## 7. Matn asosida quyidagi jadvalni to'ldiring.

Suhbatdoshlar kimlar?	
Suhbat qaysi sport turi haqida?	
Qahramonning yoshi?	
Bu o'yinni kim o'rgatgan?	
Ustozi kim?	
Birinchi yutug'i qaysi?	
Qanday maslahat berdi?	

## 8. Matnda ishtirok etgan joy nomlarini yozing.



## 9. Rasmlarga qarab matn tuzing.

A large grid of blue lines for writing, consisting of 10 vertical columns and 20 horizontal rows.

## ERTAKDAGI QAHRAMON

1. Rasmlarga mos ism va ertak nomini tanlang.

Zumrad va Qimmat

Egrivoy

Qizil qalpoqcha

To'g'rivoy bilan Egrivoy

Bo'g'irsoq

Qizil qalpoqcha

Qimmat

Bo'g'irsoq

To'g'rivoy

Zumrad

2. Rasmlarga qarab "Zumrad va Qimmat" ertagidagi voqealar ketma-ketligini belgilang.

1 -	2 -	3 -	4 -
5 -	6 -	7 -	8 -
9 -	10 -	11 -	12 -

### 3. Eshitgan ertagingizdagi qahramonlarning nomini yozing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 4. Berilgan soʻzlardan mosini yozib gaplarni toʻldiring.

hiyla

yaylovda

qutulib

boʻridan

ikkitadan

echkilarni

niyatidan

arslonga

1. Serkaboboning bolalari \_\_\_\_\_ yashardi.
2. Bir kuni boʻri paydo boʻlib, \_\_\_\_\_ yemoqchi boʻldi.
3. Echkilar boʻrining \_\_\_\_\_ xabar topdi.
4. Echkilar \_\_\_\_\_ arz qilishdi.
5. Arslon echkilarni \_\_\_\_\_ qutqardi.
6. Arslon oʻz xizmati evaziga har kuni \_\_\_\_\_ echki berishlarini talab qildi.

7. Serkabobo arslonni \_\_\_\_\_ bilan mag'lub qildi.

8. Echkilar bo'ridan ham, arslondan ham \_\_\_\_\_, tinch yashay boshladi.

**5. O'zingiz ertak to'qib yozing.**

## 6. Berilgan gaplarning to'g'ri yozilganini belgilang.

- Serkabobo arslonga ars qildi.
- Serkabobo arslonga arz qildi.
- Bir kuni bir Bo'ri paydo bo'lip qolibdi.
- Bir kuni bir Bo'ri paydo bo'lib qolibdi.
- Nega quruq kelding? – debdi Arslon.
- Nega quruq kelding? – depti Arslon.
- Arslon o'zini quduqqa tashlabdi.
- Arslon o'zini quduqqa tashlabdi.
- Yetib keldi zum o'tmay do'slarin boshlab.
- Yetib keldi zum o'tmay do'stlarin boshlab.
- Ahillikda, birlikda, haqrost, ko'pdir gap.
- Ahillikda, birlikda, haqros, ko'pdir gap.

## 7. Quyidagi so'zlarga -ga qo'shimchasini to'g'ri qo'shing.

Chumoli + ga = chumoliga

Chumchuq + ga \_\_\_\_\_

Kapalak + ga \_\_\_\_\_

Arslon + ga \_\_\_\_\_

Jo'ja + ga \_\_\_\_\_

Quduq + ga \_\_\_\_\_

O'tloq + ga \_\_\_\_\_

Savat + ga \_\_\_\_\_

**8. Berilgan so'zlarga ertakda keltirilgan mos ta'rifni topib yozing.**

**Namuna:** *savatcha – chiroyli*

Savatchaning bandi – \_\_\_\_\_

Jo'ja – \_\_\_\_\_

Chumchuq – \_\_\_\_\_

Chumoli – \_\_\_\_\_

**9. Berilgan so'zlarning ohangdoshini ertakdan toping.**

Qaravsiz – \_\_\_\_\_

Shodon – \_\_\_\_\_

Yorib – \_\_\_\_\_

Qarab – \_\_\_\_\_

Tinmay – \_\_\_\_\_

Kim – \_\_\_\_\_

Boshlab – \_\_\_\_\_

## BIRINCHI KITOBIM

1. Kitob turlarini to'g'ri toping.



Lug'at

Ensiklopediya

Badiiy kitob

Darslik

Qo'llanma



2. Quyidagi so'zlarda harflarning o'rnini almash-  
tirib berilgan. Harflarni to'g'ri joylashtirib,  
kitob turini bildiruvchi so'zni yozing.

**Namuna:** *btoik* – *kitob*

tulg'a – \_\_\_\_\_

malo'qnal – \_\_\_\_\_

akisyidepolen – \_\_\_\_\_

diklasr – \_\_\_\_\_

idabyi tikob – \_\_\_\_\_



### 3. Quyidagi davlatlarda qaysi kitob turlari ilk bora qo‘llangan?

Ossuriya, Qadimgi Misr, Xitoy



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### 4. To‘g‘ri javoblarni belgilang.

1. *Varaqjon urilib ketganida Bilmasvoy nima qilayotgan edi?*

- A. Uyni tomosha qilayotgandi.
- B. Yerdan qalpog‘ini olish uchun engashgandi.
- D. Kitob o‘qiyotgan edi.

2. *Bilmasvoy Varaqjonni nima deb haqorat qildi?*

- A. Varaq-paraq
- B. Xo‘tik
- D. Eshak

3. *Bilmasvoy Varaqjonni qanday qilib eshakka aylantirdi?*

- A. Sehrli tayoqcha bilan
- B. “Kuf-suf” bilan
- D. Sehrli kitob bilan

**5. Quyidagi bo‘sh o‘rinlarni o‘zingiz o‘qigan birinchi kitob haqidagi ma’lumotlar bilan to‘ldiring.**

Birinchi o‘qigan kitobim \_\_\_\_\_  
ning “\_\_\_\_\_” asar bo‘lgan.  
O‘shanda \_\_\_\_\_ yosh edim. Bu kitobni men-  
ga \_\_\_\_\_ sovg‘a qilgandilar. Kitobning  
rasmlari \_\_\_\_\_, juda qiziqarli edi. U  
\_\_\_\_\_ to‘g‘risida edi.

Bu kitobdan eng esimda qolgani \_\_\_\_\_  
\_\_\_\_\_ bilan  
bog‘liq voqea. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

O‘shanda \_\_\_\_\_.  
\_\_\_\_\_  
\_\_\_\_\_

6. She'rdagi ohangdosh so'zlarni yozib chiqing.

Hotamtoy – boy; qiziq –

## MEHMON BO'LIH YAXSHI-DA

1. Dasturxondagi narsalarning nomini to'g'ri yozing.



1.

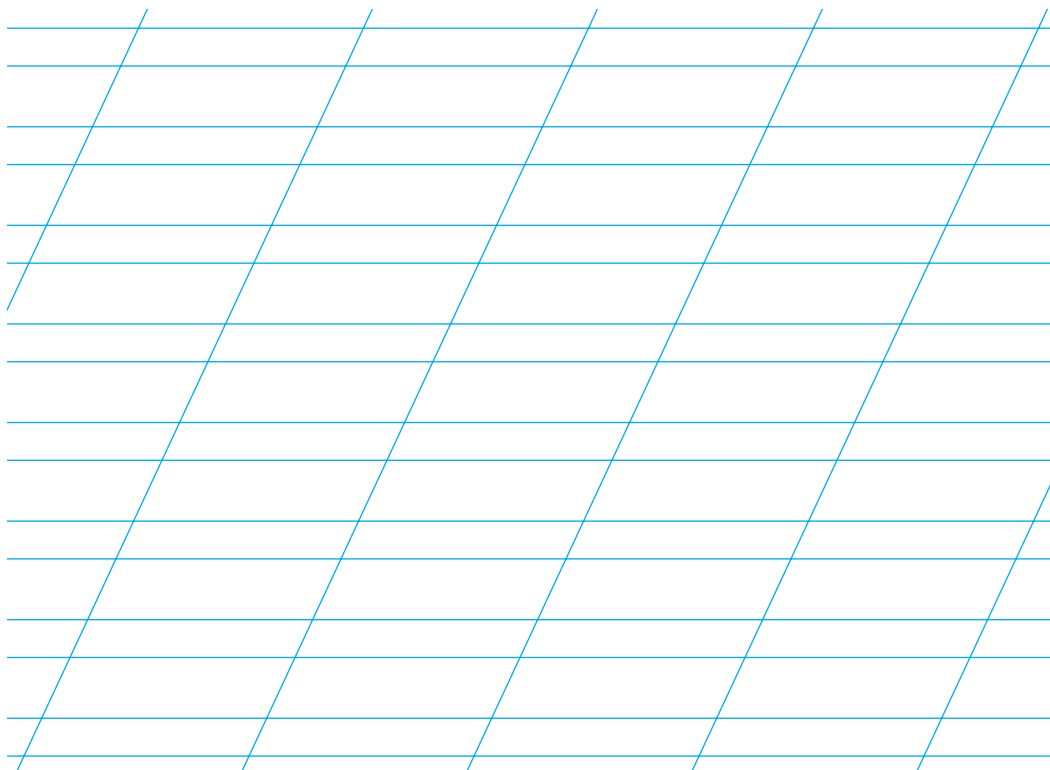
2.

3.

4.

5.

2. “Mehmon bo‘lish odobi” matni asosida partadoshingiz bilan dialog tuzing. Biringiz bobo, biringiz nabira bo‘ling.



3. Bo‘g‘in ko‘chirish qoidasiga ko‘ra yozing.

Dasturxonga	Das-tur-xon-ga
Mehmondo‘stlik	
Bobosining	
Odobi	
Unutmaydi	

4. Rasm asosida tuzgan ertagingizni yozing.  
Bunda “mehmondo‘st”, “ochko‘z”, “xontaxta”, “lekin”, “yoki” so‘zlaridan foydalaning.

A large grid of blue handwriting lines for writing a story. The grid consists of 10 columns and 10 rows of horizontal lines. Each column is separated by a vertical line that is slightly slanted to the right. This creates a series of vertical columns for writing, with the slanted lines providing a guide for letter height and placement.

5. She‘rdagi ohangdosh so‘zlarni ko‘chiring.

A smaller grid of blue handwriting lines for copying words. It consists of 4 columns and 4 rows of horizontal lines. Each column is separated by a vertical line that is slightly slanted to the right, similar to the larger grid above.

6. Mehmonga borish odoblari haqida yozing.

Mehmonga borishdan avval

Mehmonda bo'lgan vaqt

Mehmondan qaytayotganda

7. Mehmondorchilik yakunida qanday tilaklar bildiriladi? 3 ta tilak yozing.

**Namuna:** *Dasturxoningiz to'kin bo'lsin.*

## SHE'R BO'LADIGAN SO'ZLAR

1. Aytilishi o'xshash so'zlarni toping.

kapalak	tosh
oy	pul
eshik	kamalak
osh	lola
gul	toy
bola	beshtk

2. Avvalgi mashqdagi so'zlarning bir-biridan farq qiladigan harfini yozing.

*Kapalak – kamalak - p-m*

*Oy-toy – t*

Eshik – beshtk – \_\_\_\_\_

Osh – tosh – \_\_\_\_\_

Gul – pul – \_\_\_\_\_

Bola – lola – \_\_\_\_\_

### 3. Berilgan gaplardan mosini ikkinchi ustunga yozing.

Qushlar uchib keldi.

Oppoq qor erib bitdi.

Suvlar shildirab oqadi.

Keldi bahor	Bahor keldi
Erib bitdi oppoq qor	
Uchib keldi qushlarjon	
Suvlar oqar shildirab	

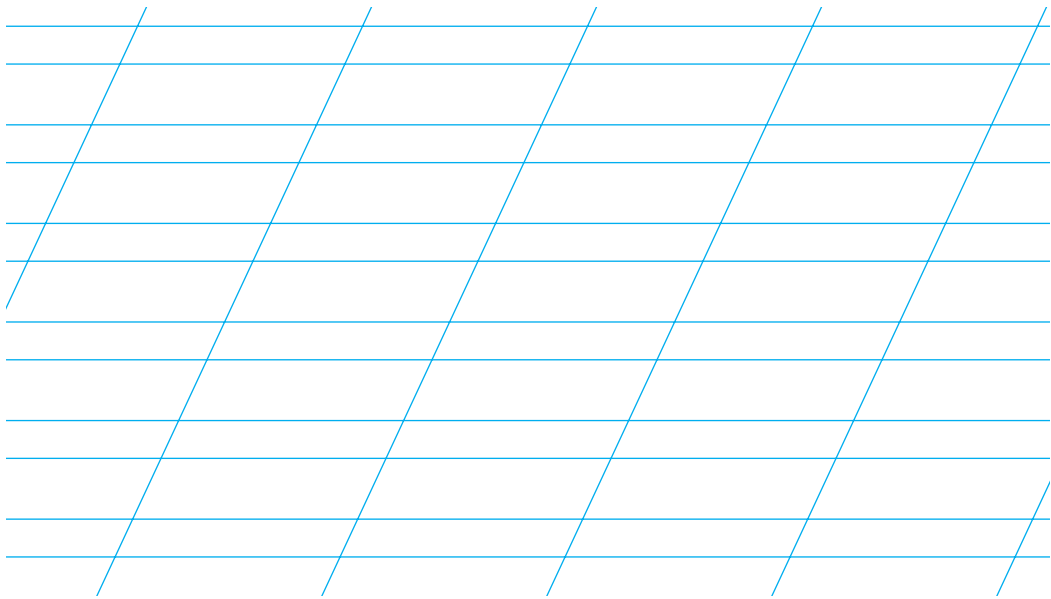
### 4. She'r asosida quyidagi gaplar to'g'ri yo noto'g'riligini toping.

To'g'ri gaplarning oldiga ,  
noto'g'risining oldiga  belgisini qo'ying.

- She'r qahramoni do'kondan non olib keldi.
- Non sovib qolgandi.
- She'r qahramoni yo'lda kuchukka tosh otibdi.
- U qaytimni yo'qotib qo'yibdi.
- U yo'lda ancha narsani ko'ribdi.
- U do'konga bir o'zi boribdi.



5. She'r qahramoniga ism qo'ying. She'rdagi voqeani o'z so'zlaringiz bilan yozing.



6. She'rning qatorlari necha bo'g'indan iboratligini toping. Qofiyadosh so'zlarning tagiga chizing.

**Baliqchining qo'shig'i**

Nor o'tirar qirg'oqda,

Ikki ko'zi qarmoqda.

Asta aytar ashula:

“Mehmonga kel, akula!”

**Anvar Obidjon**

## SANAMALAR

1. She'ning 3- hamda 4-qatorlarini o'zgartirib yangi she'r yozing. Sinfdozlaringizning ismidan foydalaning.

Oq terakmi, ko'k terak?  
Bizdan sizga kim kerak?  
– Eng a'lochi maktabda –  
Bizga Alisher kerak.

A set of handwriting practice lines consisting of four columns. Each column is defined by a vertical line on the left and a vertical line on the right, with a diagonal line connecting the top-left and bottom-right corners. There are four horizontal lines in each column, providing a guide for letter height and placement.

2. She'rdagi qofiyadosh so'zlarni yozing.

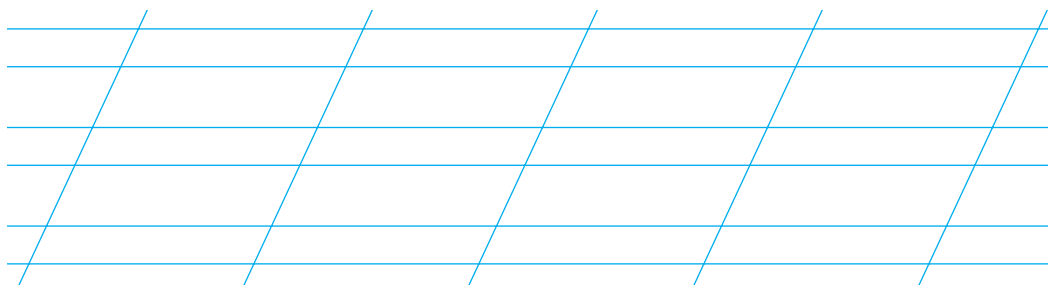
Masalan, raqam – kam; oy – chiroy.

A set of handwriting practice lines consisting of four columns. Each column is defined by a vertical line on the left and a vertical line on the right, with a diagonal line connecting the top-left and bottom-right corners. There are four horizontal lines in each column, providing a guide for letter height and placement.

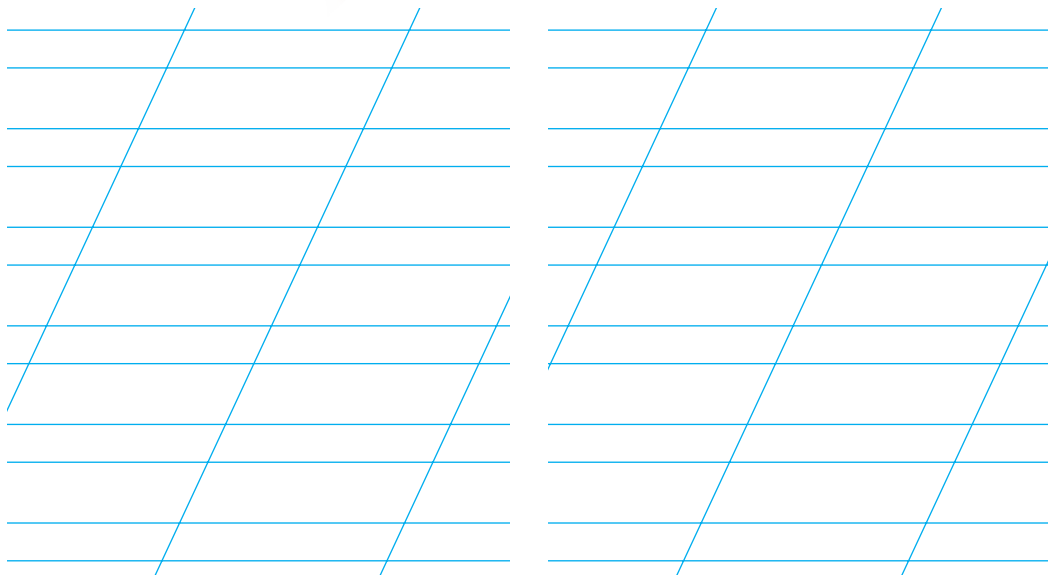
## RAQAMLAR BILAN SAYOHAT

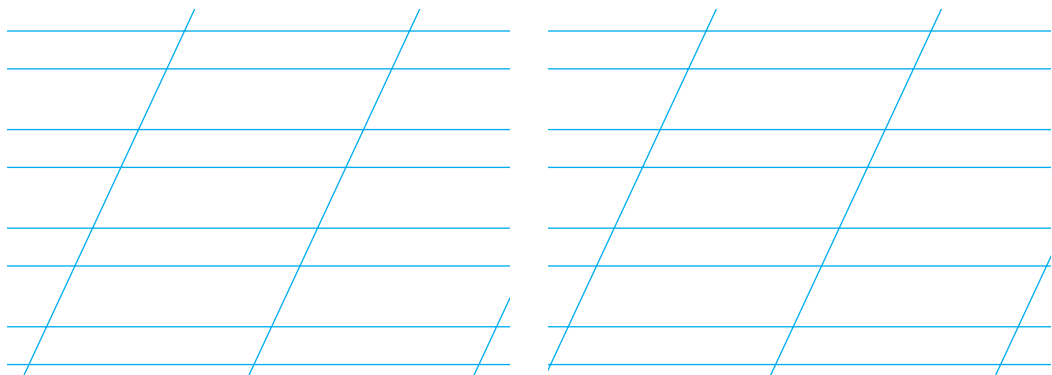
Bir – mitti raqam,  
U ikkidan kam.  
Ko'kda bitta oy,  
Sochadi chiroy  
Va bitta quyosh  
Ufqqa qo'yar bosh.  
Bittadir yana  
Vatan va ona.  
Birdan so'ng ikki,  
Bahosi – dakki.  
Der: biliming bo'sh,  
Ilmga ilm qo'sh.  
Do'st bo'lsa biroq  
Ikki ko'z, quloq.  
Ikki oyoq, qo'l.  
Ishi bo'lar zo'r.  
Ikkidan so'ng uch  
Senga kelar duch.  
Eslagin, o'rtoq,  
Shunday bor sanoq.  
Bir, ikki, uch,  
Uchdan keyin puch.  
"Uch og'a-ini"  
Ayt ertagini.  
Ertaklarda mo'l  
Uchrar uchta yo'l.

So'zlar yo'lchiroq,  
Menga uch chiroq.  
Qizil, sariq, ko'k,  
Boshqa rangim yo'q.  
Uch ham biroz mo'rt,  
Undan kuchli to'rt.  
O'ylasang qarab,  
Bordir to'rt taraf.  
Sharq-u g'arb, janub,  
Shimol – qori ko'p.  
Yilning ham asli  
O'tar to'rt fasli.  
Qish, bahor va yoz,  
Kuz ham juda soz.  
Gijinglar toychoq,  
Unda to'rt oyoq.  
A'lochiga esh  
Bo'lgan raqam besh.  
Xursanddir kishi  
Besh bo'lsa ishi.  
Har qo'lda, o'rtoq,  
Bordir besh barmoq.  
Barisi ahil,  
Bo'lmaydi baxil.



3. Chap tomonga tana a'zolingiz nomini yozing. O'ng tomonga ularga qofiyadosh bo'la oladigan so'zlarni yozing.





4. Topishmoqlarning javobini yozing. Qaysi soʻzga qarab javobni topib oldingiz? Oʻsha soʻzning tagiga chizing.

Paxtaday yumshoq, momiq, Qoʻlingga olsang, sovuq.	_____
Tun chogʻida miltillab Osmonni qoplab olar. Tong mahali lipillab Yana koʻzdan yoʻqolar.	_____
Bulutga qilich solar, Yalt-yalt etib yoʻl ochar.	_____
Qoʻzi desam, qoʻzimas, Qorin desam, qorinmas. Qoʻshib aytmasang uni, Koʻz oldingda koʻrinmas.	_____
Asal bilan boqadi, Qoʻl tekkizsang, chaqadi.	_____

Ko'zi bor, kiprik qoqmas,  
Qanoti bor, uchmas hech.  
Oyog'i yo'q, yo'l bosar  
Suv ichida erta-kech.

\_\_\_\_\_

## OY YERDAN KATTAMI?

### 1. Berilgan savollarga javob yozing.

Quyosh tizimida nechta sayyora bor? \_\_\_\_\_

Eng katta sayyora qaysi? \_\_\_\_\_

Yer Quyosh tizimidagi nechanchi sayyora?

### 2. Osmon, samo, fazo, koinot, so'zlarining ayrimlari ishtirok etgan uchta gap tuzing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

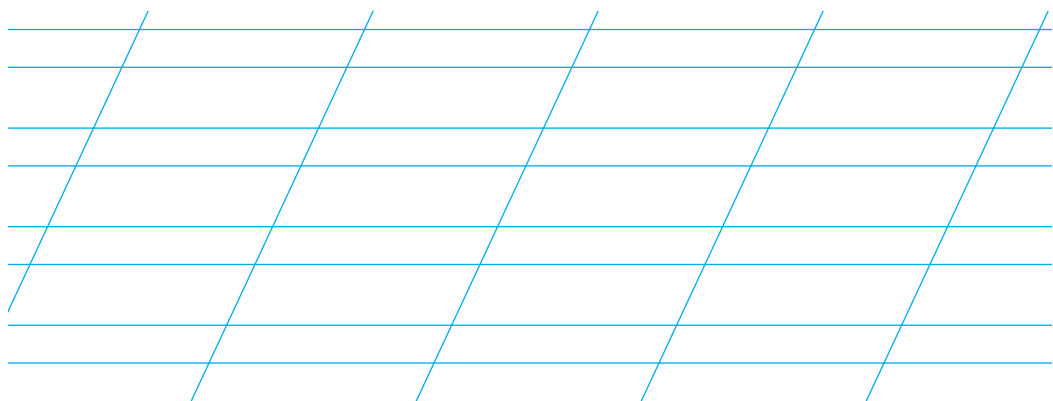
\_\_\_\_\_

\_\_\_\_\_

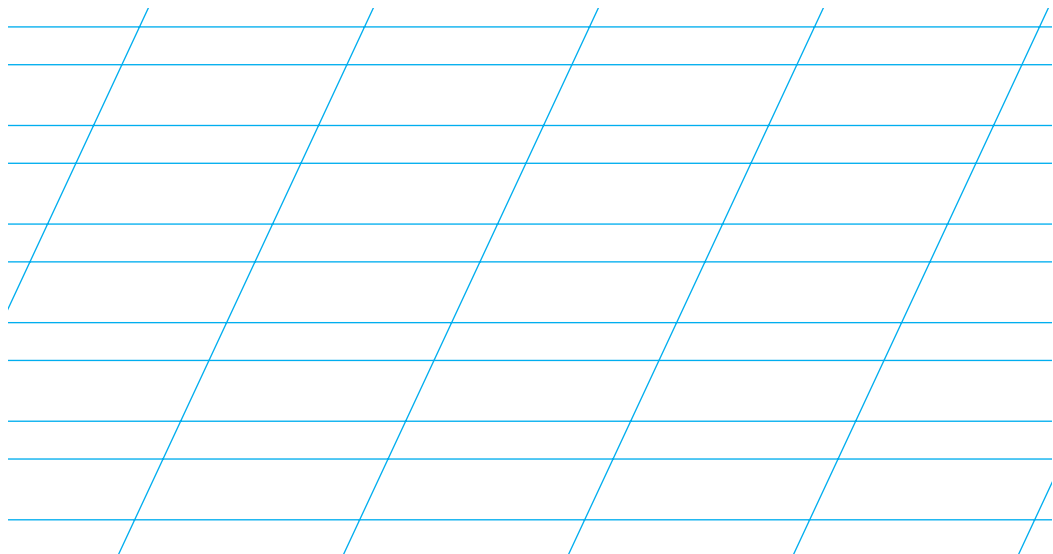
### 3. Mashqni bajaring.

- “Yerning yo‘ldoshi” matnidagi ajratib ko‘rsatilgan so‘zlarni yozing.

- ✓ Harflar birikmasining tagiga chizing.
- ✓ Ajratib ko'rsatilgan so'zlarni bo'g'inlab, chiziqcha bilan yozing.



**4. Rasmlarga qarab Oyning vazifalari haqida gaplar tuzing.**



## 5. Rasmlarga qarab kichik hikoya yozing.

### SIZ BUNI BILASIZMI?

1. Berilgan gaplarning to‘g‘ri yoki noto‘g‘ri ekanini berilgan ma‘lumotlar yordamida aniqlang.

To‘g‘ri gaplarning oldiga ,  
noto‘g‘risining oldiga  belgisini qo‘ying.

Osmondagi yulduzlar soni yerdagi qum zarralaridan ham ko‘p.

Yupiter sayyorasida oltin quymali yomg‘ir yog‘adi.

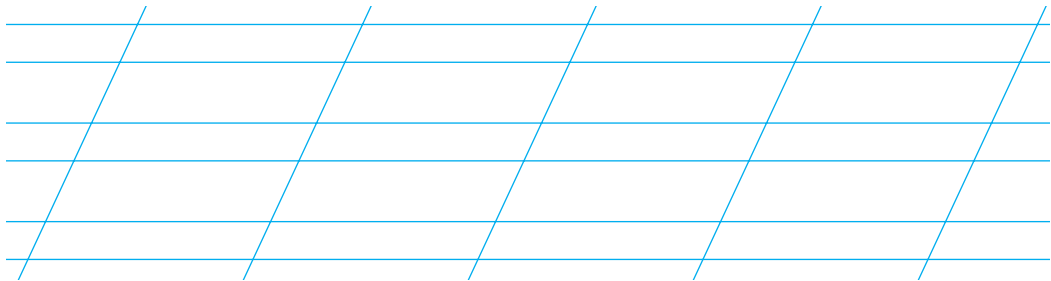
Ko‘k kitning tili avtobusdan ham kattaroq.

Yer yuzasining uchdan ikki qismi suvdan iborat.



Plastik chiqindilar 100 yilda chirib yo‘q bo‘lib, ketadi.

**2. Quyidagi so‘zlarni talaffuz qiling va yozing:  
Yupiter, avtomobil, plastik, kompyuter, tonna.**



**3. Matn asosida bo‘sh o‘rinlarni to‘ldiring.**

\_\_\_\_\_ ko‘zoynak vazifasini o‘tagan.  
Idishning ichi \_\_\_\_\_ bilan to‘ldirilgan. Keyinroq  
shishadan \_\_\_\_\_ lar yasalgan. Ularni qo‘l  
bilan tutib turish uchun \_\_\_\_\_ ham bo‘lgan.  
Yana \_\_\_\_\_ ga yoki \_\_\_\_\_ ga  
qotiriladigan g‘aroyib ko‘zoynaklar ham bo‘lgan.  
\_\_\_\_\_ eng qulay ko‘zoynak quloqqa  
taqiladigani bo‘lib chiqqan.

**Qo‘yish uchun so‘zlar:** *quloq, shuning uchun, linza, burun, qisqichi, ko‘z soqqasi, ko‘zoynak, bosh, qum, idish, dastagi, shisha idishlar, suv, lekin.*

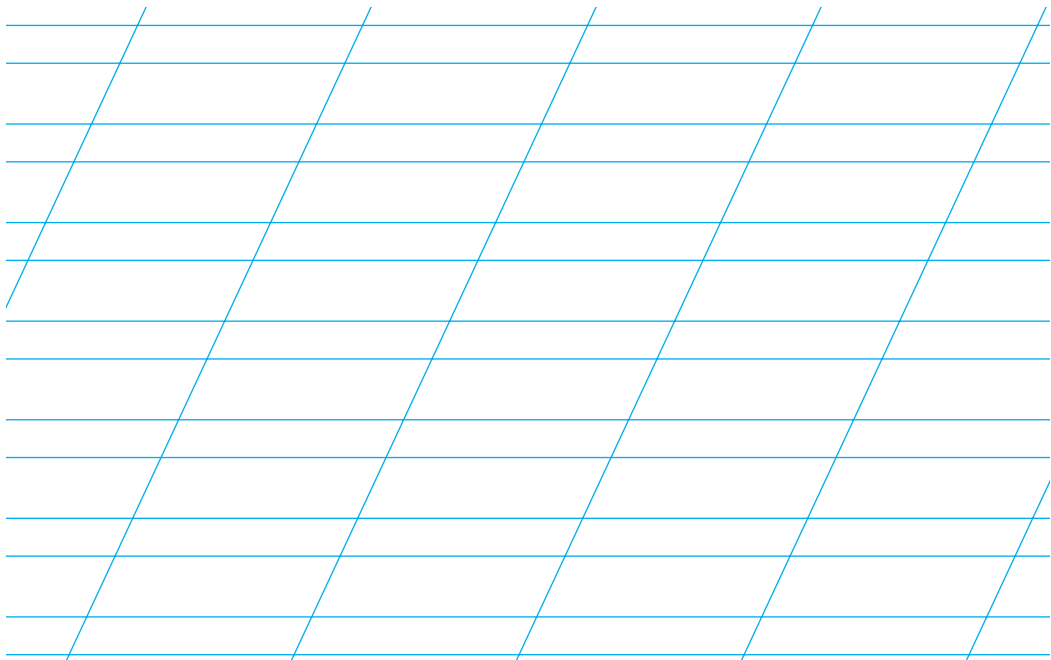


## 6. Matn bilan bog'liq topshiriqlarni bajaring.

1. Berilgan gaplardagi qaysi so'zlarning yozilishida xatolik bor?

- *Qadimgi odamlarga olovni tabiyatning o'zi sovg'a qilgan.*
- *Yashin tushgan vaqt daraxlarga o't ketadi.*
- *Qadimgi odamlar yonayotgan daraxt shohini olib qochib, gulhan hosil qilishgan.*

**Xatoliklarni aniqlagan bo'lsangiz,  
ularni to'g'rilab yozing.**



2. Berilgan gaplardagi bo'sh o'rinlarni "nima?" so'rog'iga javob bo'luvchi so'zlar bilan to'ldiring.

- *Yashin tushgan vaqtda \_\_\_\_\_ lar- ga o't ketadi.*
- *Bir odam \_\_\_\_\_ ni tun-u kun qo'riqlab, o'chib qolmasligiga javob bergan.*
- *Keyinchalik odamlar \_\_\_\_\_ ni ixtiro qilishdi.*

3. Berilgan gaplarni o'qing. Ajratib ko'rsatilgan so'zlarga qanday so'roq berish mumkin? Yozing.

- *Eng qadimgi **odamlar** olov yoqishni bilishma- gan. **Kimlar?***
- *Ularga olovni **tabiatning** o'zi sovg'a qilgan. \_\_\_\_\_?*
- ***Hozirda** olov yoqish – juda oson ish. \_\_\_\_\_?*
- *Odamlar esa yonayotgan daraxt shoxini **olib qochishgan.** \_\_\_\_\_?*

7. Audiomatn asosida berilgan topshiriqlarni bajaring.

## 1. Tushirib qoldirilgan harflarni yozing.

- G'ildirakli **transp\_\_rt** – arava esa qishloq va shaharlarning rivojlanishiga sabab bo'lgan.
- **K\_\_mpas** ixtiro qilinganidan so'ng, Yerning hali inson oyog'i yetmagan yangi hududlari kashf etiladi.
- Bugun dunyoni elektr **t\_\_kisiz** tasavvur qilib bo'lmaydi.
- Agar barcha **k\_\_mpyuterlar** bir vaqtda ishdan chiqsa, dunyoni tanimay qolishingiz mumkin.

## 2. Berilgan ta'riflarga qaysi atama mos kelishini aniqlab yozing.

g'ildirak

kompyuter

kompas

elektr toki

1	Odamlar foydalanadigan minglab qurilmalar u yordamida ishlaydi. Bugungi dunyoni usiz tasavvur etib bo'lmaydi.	
2	U yordamida Yerning hali inson oyog'i yetmagan yangi hududlari kashf qilindi.	

3	Odamlarning uzog'ini yaqin, og'irini yengil qilgan, qishloq va shaharlarning rivojlanishiga yordam bergan ixtiro.	
4	Hisob amallarini bajaruvchi elektron qurilma.	

**3. Quyidagi gaplarning to'g'ri yoki noto'g'ri ekanini berilgan ma'lumotlar yordamida aniqlang.**

**To'g'ri gaplarning oldiga , noto'g'risining oldiga  belgisini qo'ying.**

Kompasni xitoyliklar ixtiro qilgan.

Elektr tokini faqat bir olim – Uilyam Gilbert kashf qilgan.

Olimlar g'ildirak bundan 7 ming yil oldin ixtiro qilinganini isbotlashgan.

Hisob amallarini bajaruvchi elektron qurilmalar ixtiro qilinganiga hali unchalik ko'p bo'lmadi.

Kompas yordamida savdogarlar, elchi va sayyohlar uzoqdagi mamlakatlarni yo'ldan adashmay topib borganlar.

**“Men buni yaqinda bildim”  
nomli kichik hikoya yozing.**

A large area of blue-lined paper for writing a story. The lines are horizontal and spaced evenly, with vertical lines on the left side to create columns for writing.

*O'quv nashri*

# **ONA TILI VA O'QISH SAVODXONLIGI**

*Umumiy o'rta ta'lim maktablarining  
1-sinfi uchun*

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Bosishga 31.08.2021-yilda ruxsat etildi. Bichimi 60x84  $\frac{1}{8}$ .  
Arial garniturası. Kegli 18 shponli. Ofset bosma.  
Shartli bosma tabog'i 5,27. Nashriyot-hisob tabog'i 2,05.  
Adadi \_\_\_ nusxa. Buyurtma № \_\_\_.

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Samarqand ko'chasi, 44-uy.